



E Raymond Appleby Elementary School  
(23-4970-050)  
Grades Offered: 02-06  
2018-2019

**Report Key:**  
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\*\* Accountability calculations require 20 or more students  
N No Data is available to display  
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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



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### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Middlesex
District	Spotswood Public School District
Principal Name	Ms. Nancy Torchiano
Address	23 VLIET STREET SPOTSWOOD, NJ 08884
Phone Number	732-723-2200
Email Address	<a href="mailto:ntorchiano@spsd.us">ntorchiano@spsd.us</a>
Website	<a href="https://appleby.spsd.us">https://appleby.spsd.us</a>
Facebook	<a href="https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/">https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/</a>
Twitter	<a href="https://twitter.com/applebyspsd">https://twitter.com/applebyspsd</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
1	0	0	0
2	115	91	107
3	104	119	90
4	120	102	116
5	116	122	101
Total	455	434	414

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.0%	44.5%	44.9%
Male	53.0%	55.5%	55.1%
Economically Disadvantaged Students	16.9%	14.7%	14.7%
Students with Disabilities	14.9%	15.9%	16.2%
English Learners	1.3%	1.8%	1.2%
Homeless Students	0.0%	0.5%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.4%	0.9%	1.2%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	69.2%	68.4%	69.3%
Hispanic	17.4%	19.4%	17.1%
Black or African American	4.6%	3.5%	3.1%
Asian	6.6%	6.7%	7.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	2.0%	1.8%	2.7%

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.2%
Spanish	3.6%
Arabic	1.7%
Ukrainian	1.4%
Polish	1.2%
Other Languages	4.8%



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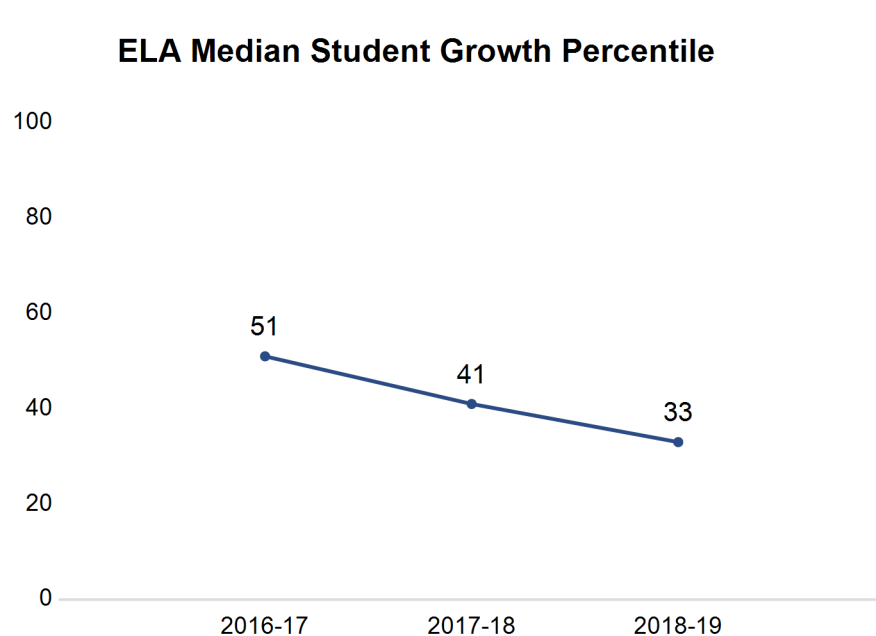
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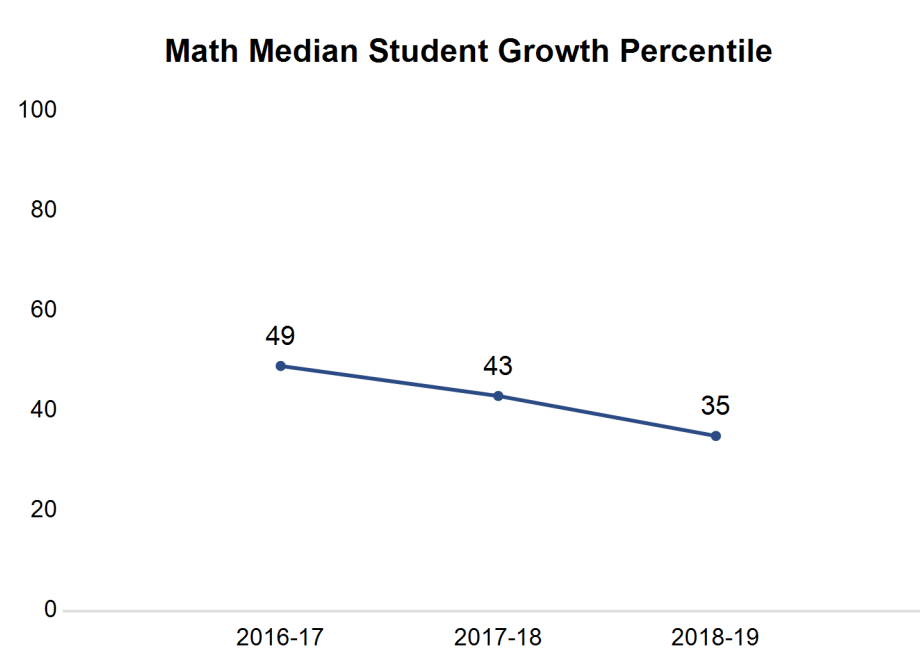
### Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	41	33	49	43	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	33	49	50	Not Met	35	40	50	Not Met
White	33	48.5	50	Not Met	33	37	52	Not Met
Hispanic	24	43	49	Not Met	35	41	47	Not Met
Black or African American	*	74	45	**	*	28	43	**
Asian, Native Hawaiian, or Pacific Islander	36	52	59	**	68	71	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	62	49	**	*	44.5	52	**
Female	37	49	53	N	36	39	50	N
Male	31	48	47	N	35	40	51	N
Economically Disadvantaged Students	37	49	48	Not Met	28	33	46	Not Met
Students with Disabilities	40	43	43	Met Standard	36.5	44	45	Not Met
English Learners	*	37	52	**	*	42	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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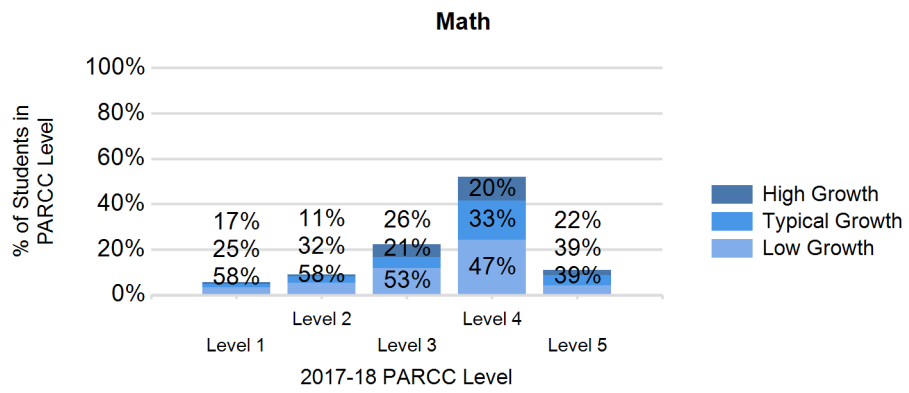
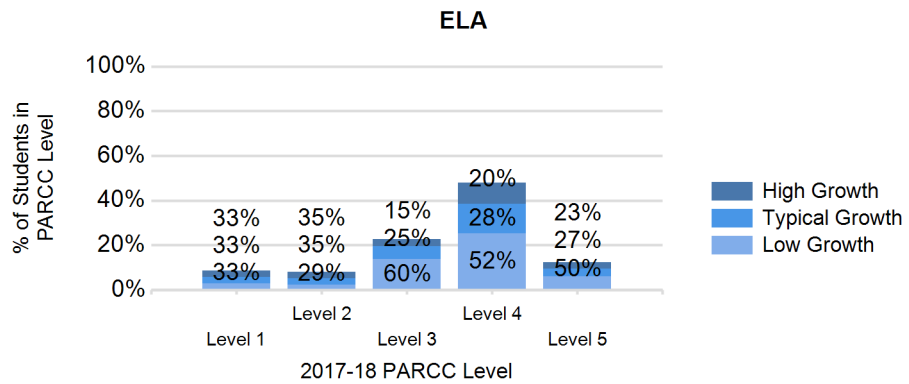
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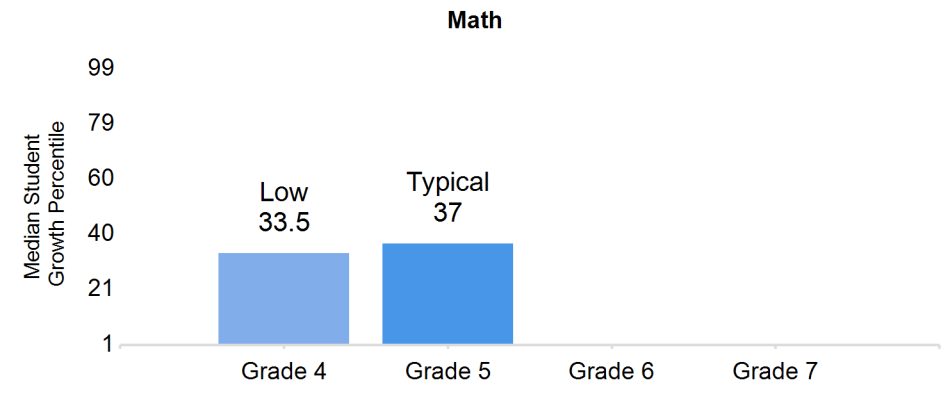
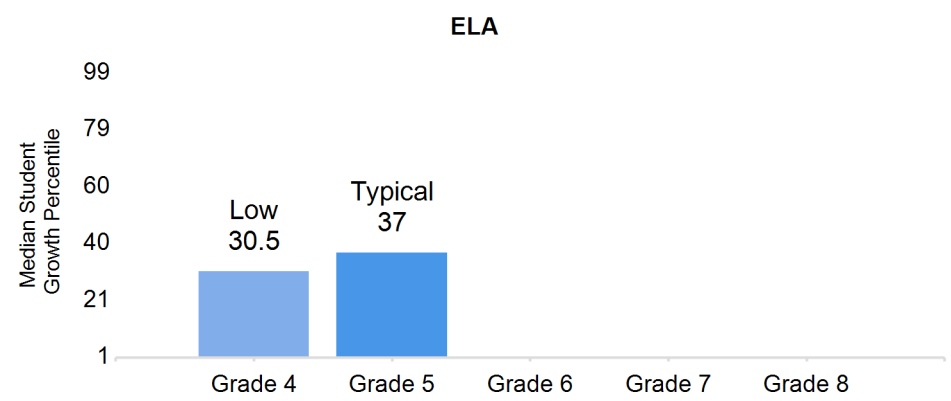
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.





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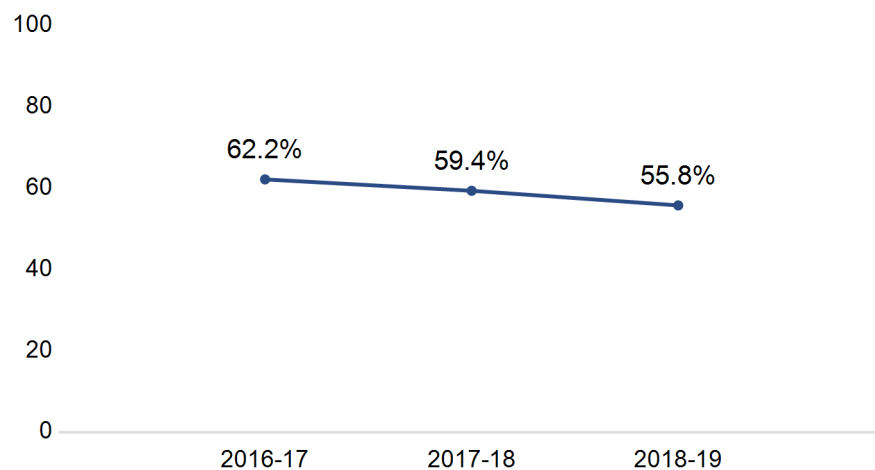
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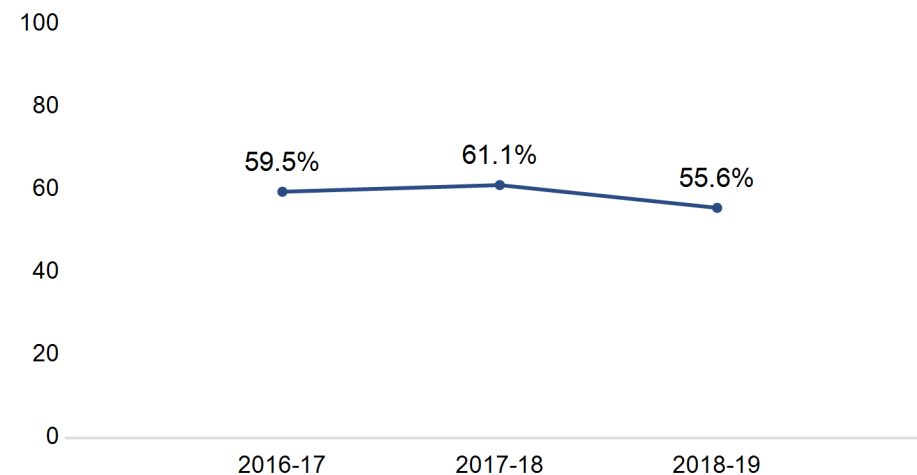
### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

#### ELA Proficiency Rate for Federal Accountability



#### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.1%	98.0%	98.1%	95.9%	98.0%	97.4%
Proficiency Rate for Federal Accountability	62.2%	59.4%	55.8%	59.5%	61.1%	55.6%
Annual Target	55.2%	56.5%	57.8%	59.8%	60.8%	61.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	303	98.1	55.8	63.6	57.9	55.8	57.8	Met Target†
White	209	97.7	59.8	66.9	66.9	59.8	59.9	Met Target†
Hispanic	51	100.0	37.3	48.6	43.9	37.3	49.7	Not Met
Black or African American	*	*	*	43.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	79.0	82.9	77.3	67.3	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	11	100.0	36.4	*	64.4	36.4	**	**
Female	134	100.0	72.4	73.3	64.8	72.4		
Male	169	96.6	42.6	54.8	51.3	42.6		
Economically Disadvantaged Students	42	93.3	47.6	48.8	40.0	46.7	39.8	Met Target
Non-Economically Disadvantaged Students	261	98.9	57.1	65.8	67.9	57.1		
Students with Disabilities	53	93.1	20.8	23.8	22.7	20.3	41.2	Not Met
Students without Disabilities	250	99.2	63.2	69.5	65.1	63.2		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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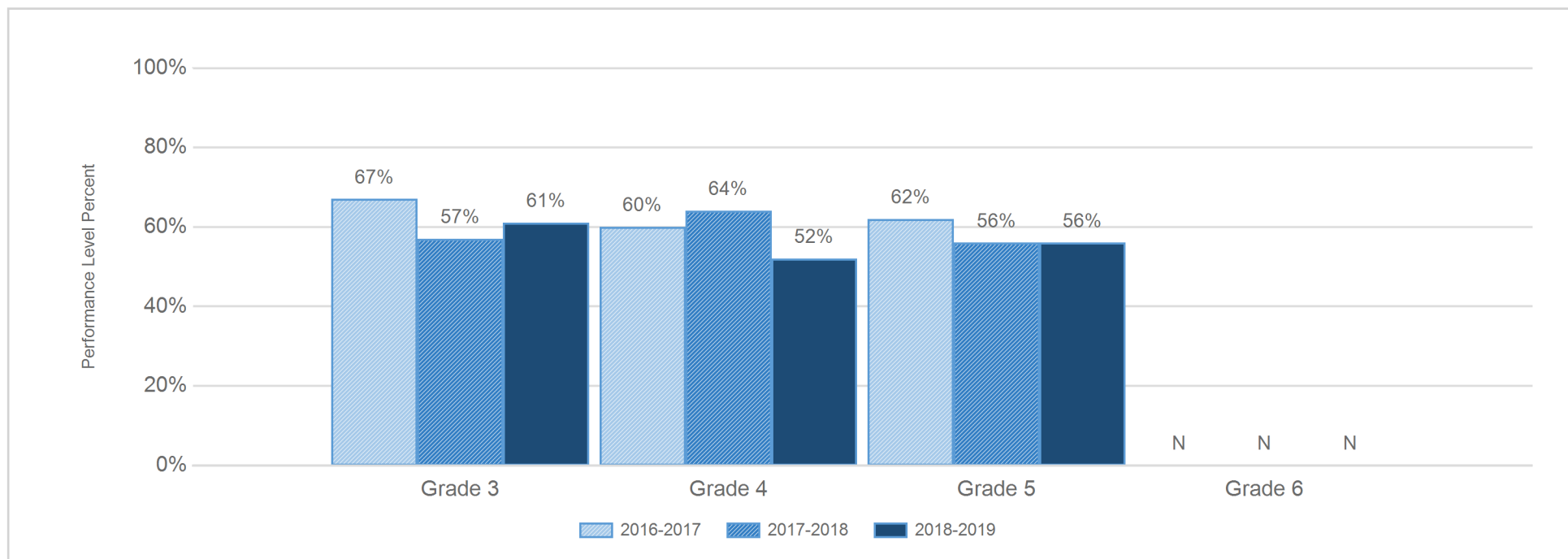
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## English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	87	757	757	748	*	13%	22%	*	*	61%	50%
White	56	761	761	757	*	*	*	*	*	70%	60%
Hispanic	16	742	742	734	*	*	*	*	*	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	41	767	767	753	*	*	*	*	*	73%	55%
Male	46	748	748	743	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	12	753	753	731	*	*	*	*	*	58%	33%
Non-Economically Disadvantaged Students	75	758	758	759	*	*	*	*	*	61%	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	87	757	757	751	*	13%	22%	*	*	61%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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### English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	749	749	755	11%	13%	24%	40%	12%	52%	57%
White	73	751	751	763	*	*	25%	*	*	55%	67%
Hispanic	22	734	734	743	*	*	*	*	*	32%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	779	779	779	0%	0%	*	*	*	90%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	759	759	760	*	*	21%	*	*	68%	62%
Male	66	741	741	750	*	*	26%	*	*	41%	53%
Economically Disadvantaged Students	18	737	737	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	95	751	751	765	*	*	*	*	*	55%	69%
Students with Disabilities	25	721	721	725	*	*	*	*	*	24%	25%
Students without Disabilities	88	757	757	761	*	*	*	*	*	60%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	113	749	749	758	11%	13%	24%	40%	12%	52%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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## English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	101	752	752	756	*	17%	22%	*	*	56%	58%
White	78	753	753	764	*	17%	21%	*	*	59%	68%
Hispanic	13	750	750	743	*	*	*	*	*	46%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	45	762	762	761	*	*	*	*	*	78%	64%
Male	56	744	744	750	*	*	*	*	*	39%	52%
Economically Disadvantaged Students	12	745	745	740	*	*	*	*	*	50%	39%
Non-Economically Disadvantaged Students	89	753	753	766	*	*	*	*	*	57%	69%
Students with Disabilities	20	725	725	724	*	*	*	*	*	15%	23%
Students without Disabilities	81	759	759	762	*	*	*	*	*	67%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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## English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	756	754	N	N	N	N	N	N	56%
White	N	N	758	762	N	N	N	N	N	N	65%
Hispanic	N	N	745	743	N	N	N	N	N	N	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	N	N	765	762	N	N	N	N	N	N	64%
Male	N	N	748	748	N	N	N	N	N	N	48%
Economically Disadvantaged Students	N	N	738	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	N	N	758	763	N	N	N	N	N	N	67%
Students with Disabilities	N	N	713	722	N	N	N	N	N	N	19%
Students without Disabilities	N	N	761	761	N	N	N	N	N	N	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	756	756	N	N	N	N	N	N	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**E Raymond Appleby Elementary School**  
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2018-2019

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	97.4	55.6	51.1	44.5	55.6	61.9	Not Met
White	209	97.2	57.9	53.5	54.1	57.9	62.8	Met Target†
Hispanic	50	98.0	38.0	35.1	28.8	38.0	57.7	Not Met
Black or African American	*	*	*	35.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	22	100.0	72.7	69.4	76.5	72.7	75.7	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	11	100.0	45.5	*	53.3	45.5	**	**
Female	134	100.0	61.9	51.1	44.9	61.9		
Male	168	95.5	50.6	51.1	44.2	50.6		
Economically Disadvantaged Students	41	89.1	39.0	32.3	26.3	36.6	43.8	Met Target†
Non-Economically Disadvantaged Students	261	98.9	58.2	53.8	54.9	58.2		
Students with Disabilities	53	93.1	20.8	18.1	17.4	20.3	47	Not Met
Students without Disabilities	249	98.4	63.1	56.1	50.0	63.1		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



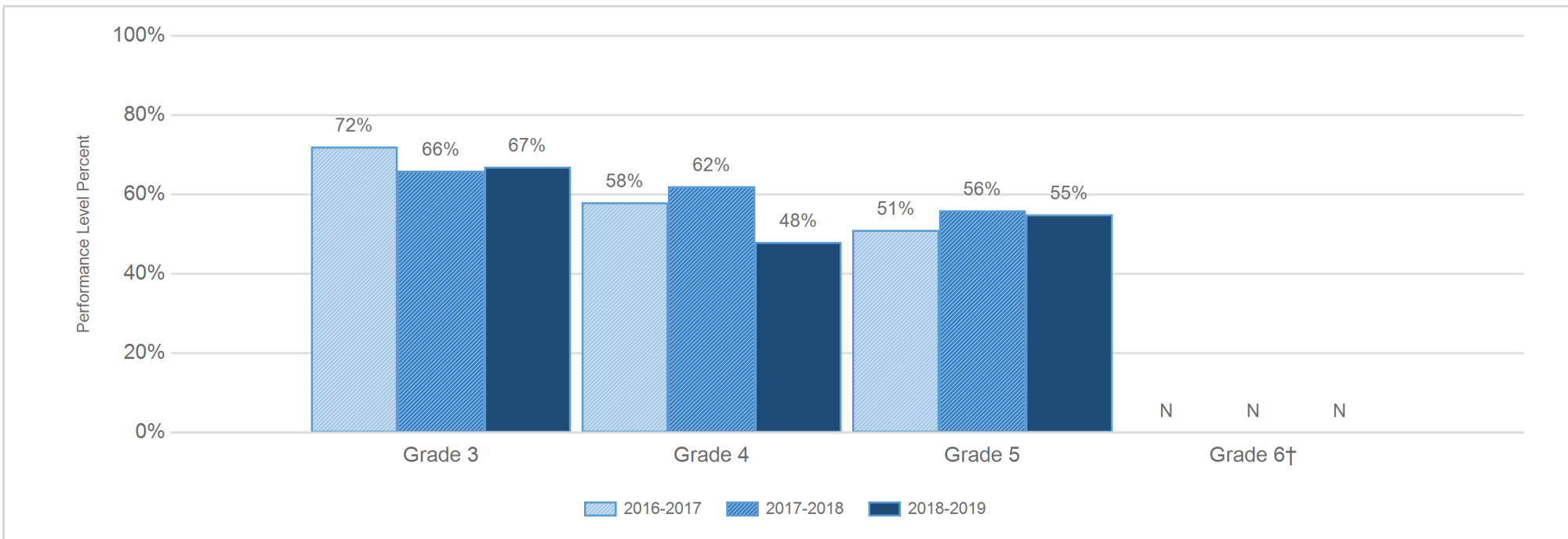
**E Raymond Appleby Elementary School**  
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**Mathematics Assessment – Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	764	764	752	*	*	20%	49%	19%	67%	55%
White	56	766	766	760	0%	*	*	45%	25%	70%	66%
Hispanic	15	750	750	739	*	*	*	*	*	47%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	41	763	763	751	*	*	*	*	*	66%	54%
Male	45	764	764	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	11	751	751	737	*	*	*	*	*	45%	37%
Non-Economically Disadvantaged Students	75	765	765	761	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	86	764	764	754	*	*	20%	49%	19%	67%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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### Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	750	750	749	*	14%	35%	*	*	48%	51%
White	73	752	752	757	*	*	36%	*	*	51%	62%
Hispanic	22	737	737	737	*	*	45%	*	*	32%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	10	774	774	776	0%	*	*	*	*	70%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	755	755	749	*	*	30%	*	*	60%	50%
Male	66	746	746	749	*	*	38%	*	*	39%	52%
Economically Disadvantaged Students	18	740	740	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	95	751	751	759	*	*	*	*	*	49%	63%
Students with Disabilities	25	732	732	726	*	*	48%	*	*	16%	25%
Students without Disabilities	88	755	755	754	*	*	31%	*	*	57%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	113	750	750	751	*	14%	35%	*	*	48%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	101	748	748	747	*	19%	19%	*	*	55%	47%
White	78	749	749	755	*	15%	19%	*	*	58%	58%
Hispanic	13	743	743	735	0%	*	*	*	*	38%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	45	752	752	747	*	*	*	*	*	62%	47%
Male	56	745	745	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	12	744	744	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	89	749	749	757	*	*	*	*	*	58%	59%
Students with Disabilities	20	718	718	725	*	*	*	*	*	15%	19%
Students without Disabilities	81	756	756	752	*	*	*	*	*	65%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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## Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	746	741	N	N	N	N	N	N	41%
White	N	N	748	749	N	N	N	N	N	N	51%
Hispanic	N	N	734	729	N	N	N	N	N	N	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	N	N	743	742	N	N	N	N	N	N	42%
Male	N	N	748	740	N	N	N	N	N	N	40%
Economically Disadvantaged Students	N	N	727	726	N	N	N	N	N	N	21%
Non-Economically Disadvantaged Students	N	N	748	750	N	N	N	N	N	N	53%
Students with Disabilities	N	N	718	716	N	N	N	N	N	N	12%
Students without Disabilities	N	N	749	746	N	N	N	N	N	N	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	N	N	746	743	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	N	N

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



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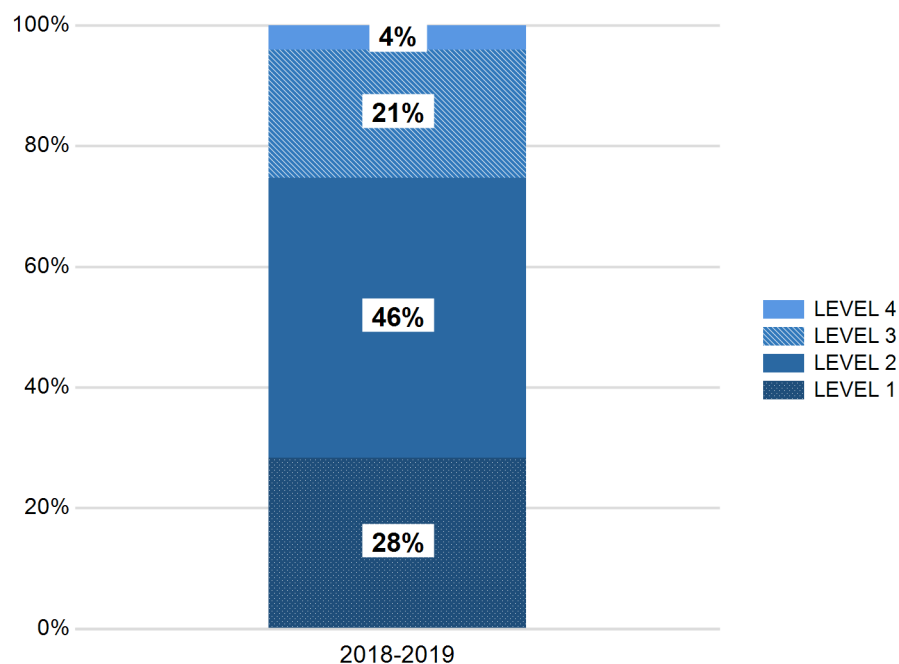
**N** No Data is available to display

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	28	46	21	4
White	28	46	21	5
Hispanic	23	62	15	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	23	48	20	9
Male	33	45	22	0
Economically Disadvantaged Students	36	55	0	9
Non-Economically Disadvantaged Students	27	45	24	3
Students with Disabilities	61	28	11	0
Students without Disabilities	21	51	23	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

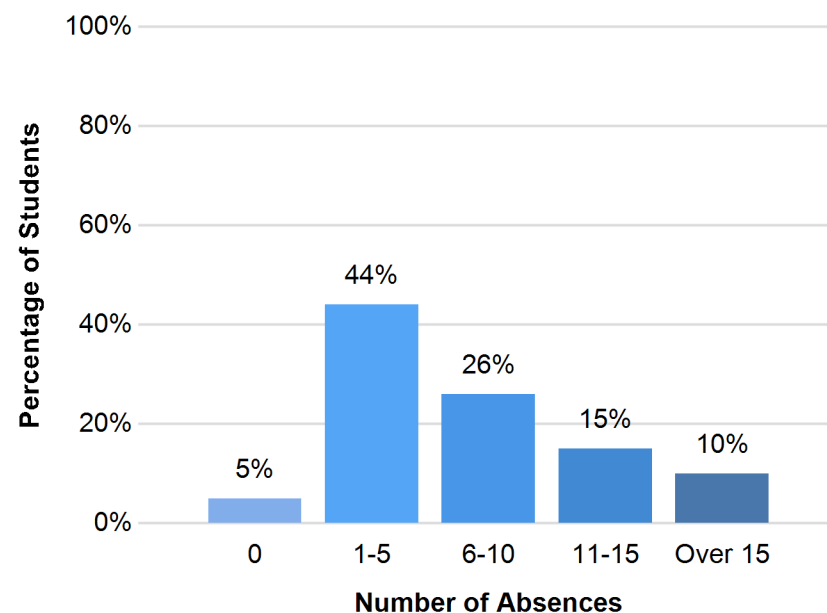
### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	7.0	7.7	Met
White	20	6.9	7.7	Met
Hispanic	4	5.6	7.7	Met
Black or African American	3	23.1	**	**
Asian, Native Hawaiian, or Pacific	0	0	7.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	7.0		
Male	16	7.0		
Economically Disadvantaged Students	11	17.7	7.7	Not Met
Students with Disabilities	8	11.6	7.7	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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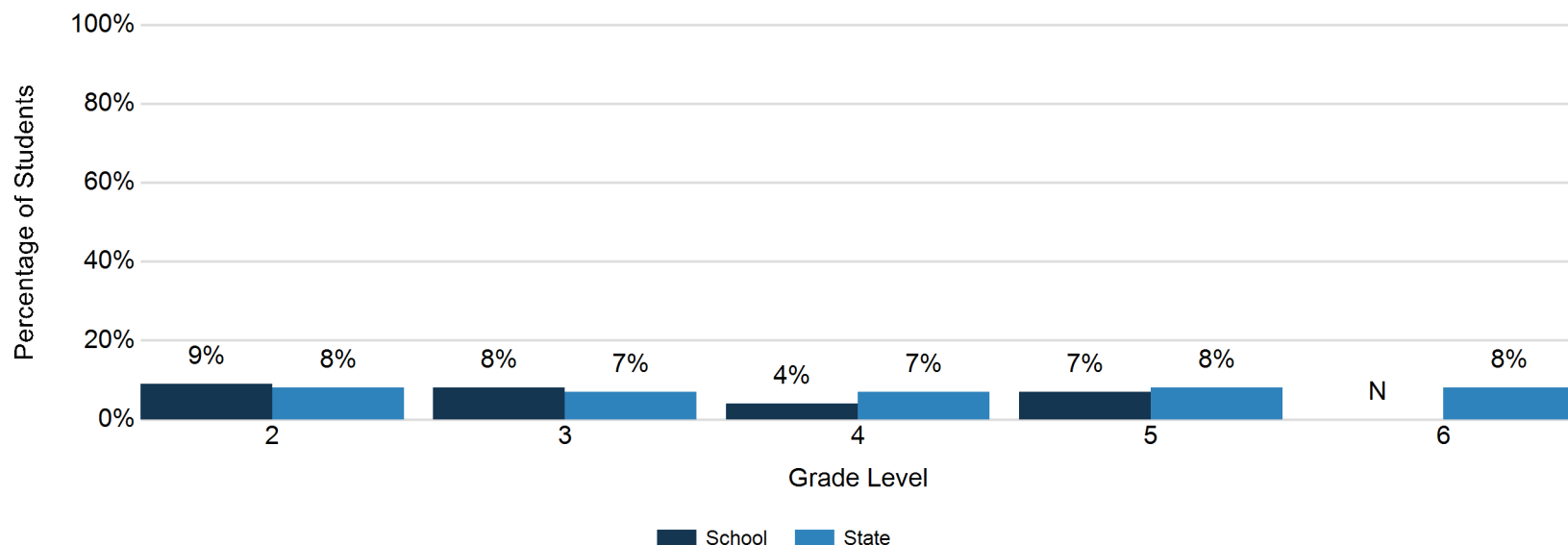
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.72

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	0	0	0
Other	1	1	2
No Identified Nature	1		1

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	0	0.0%
Any Suspension	0	0.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
0



## E Raymond Appleby Elementary School

(23-4970-050)

Grades Offered: 02-06

2018-2019

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### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.0:1



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### Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	84.4%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	414:1	186:1
Teachers to Administrators	32:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		419:1
Students to Counselors		335:1
Students to Child Study Team Members		210:1



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## Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.9%	90.6%	100.0%	48.4%	77.1%	54.9%
Male	55.1%	9.4%	0.0%	51.6%	22.9%	45.1%
White	69.3%	96.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	17.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.1%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	7.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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(23-4970-050)

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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

### Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.8%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	62.2%	59.4%	55.8%
Math Proficiency	59.5%	61.1%	55.6%
ELA Growth	51	41	33
Math Growth	49	43	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.2%	7.3%	7.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Not Met	Not Met	**	Met	No
White	Met Target†	Met Target†	Not Met	Not Met	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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2018-2019

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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- Focus on Social and Emotional Learning (SEL) for all stakeholders.
- A rigorous academic curriculum that respects all learners, embraces diversity, and is shaped by data driven decisions.
- An arts program that promotes creativity, cooperation and self-expression.



### Mission, Vision, Theme:

As reflected in the District Mission statement, we provide our students with a nurturing, innovative learning environment where curiosity is sparked, risk taking is encouraged and problems are viewed as opportunities for growth. We empower students to become independent thinkers and problem solvers. We inspire and challenge our students to achieve their full potential academically, socio-emotionally, and physically. All stakeholders collaborate to deliver needs-based instruction for every child.



### Awards, Recognition, Accomplishments:

PTA School of Excellence, Bronze Award - Pennies for Patients, participation in the Central Jersey Music Educators Association Elementary/Middle School Band Festival, participation in American Young Voices, Blue Ribbon Educator on staff.



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#### Courses, Curriculum, Instruction:

Appleby provides a comprehensive curriculum in the areas of English language arts, mathematics, social studies, science, technology, physical education and the arts. Through the practice of guided instruction, our students are met at their own level with respect to their individual learning style. Students are provided the opportunity to work in cooperative groups, engage in project based learning, and develop the communication skills they will need to succeed at Appleby and beyond.



#### Clubs and Activities:

The arts play a significant role in our students' development and is a healthy way for them to express themselves and explore their creativity. We are proud of both our instrumental and chorale extra-curricular music programs, as well as our 5th Grade Drama Club which all provide an opportunity for our students to showcase their talents within the community. Additionally, we sponsor a Family Math/Stem and Science/Stem program which provides a fun opportunity for students to learn with their families.



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 <p><b>Before and After School Programs:</b></p>	<p>Students may participate in the Spotswood C.A.R.E.S. program, a structured before and after-school environment where students have the opportunity to engage in educational and recreational activities. The Spotswood PTA offers enrichment and recreational activities for our students and their families throughout the school year.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Our staff view themselves as lifelong learners and as such, actively seek opportunities to hone their craft and evolve as educators. They regularly participate in professional development opportunities including monthly PD Academy sessions, Inservice training, Professional Learning Communities, and Focused Professional Learning Cohorts. Many of our staff hold multiple certifications and advanced degrees. Our newest staff members participate in a comprehensive four year induction program.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Appleby's Child Study Team (CST) provides consultative, evaluative, and prescriptive service to teachers and parents with regards to students who are experiencing school challenges. Services provided to eligible students include speech therapy, physical therapy, occupational therapy, counseling, social skills and ESL. Classroom settings vary including general education, self-contained, resource room, and in-class support, in order to provide the Least Restrictive Environment (LRE) for students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>We understand the importance of building sound minds and bodies. Students are engaged in an array of physical activities in our Physical Education classes with the goal of building strength, stamina, and cardiovascular health. Students also learn about teamwork, good sportsmanship and the importance of making healthy choices each day. We also participate in the Heroes and Cool Kids program which pairs high school and 5th grade students with the goal of guiding students to make healthy choices.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our success as a school is directly linked to our families and the Spotswood community. We greatly value our wonderful PTA who works tirelessly to raise funds on behalf of our students and staff by providing an array of educational and cultural opportunities which directly support our school's mission. We also work closely with the Spotswood Education Foundation (SEF) who provide educational grants to our staff each year with the goal of enhancing our students' educational experiences.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Yearly, all staff members, parents, and students (grades 5-12) are invited to participate in our School Climate Survey. Survey data is collected and analyzed to inform the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration.</p>
 <p>Facilities:</p>	<p>Appleby is a moderately sized elementary school housing grades two through five. Appleby was originally constructed in 1953. The building has continued to expand based on need. Appleby has 20 regular classrooms, ten small group instructional areas, a vocal music room, an instrumental music room, a newly designed (2018) art studio, a computer lab, a 3,500 square foot media center, and an all-purpose room. Additionally, with students' safety in mind, a locked vestibule was added to Appleby in the summer of 2019 as an added security measure.</p>
 <p>School Safety:</p>	<p>Spotswood School District understands that the health and safety of our students is paramount in creating an environment in which all of our members feel safe and secure. To ensure this, the Spotswood School District utilizes a comprehensive approach to school safety and security with a focus on the following areas: * Security Coordination * Communications and Alerts * Training and Drills * Plan Review/Climate Assessment. The administration of the Spotswood School District works closely with the Spotswood Police Department through our School Resource Officer, who works with all school administration. Additionally, monthly meetings are held to review all district security matters with District and Spotswood community leaders.</p>



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#### Technology and STEM:

At Appleby, we invite and challenge our students to use their creativity and critical thinking skills to solve problems and view the world through a variety of lenses. To that end, each of our classrooms are outfitted with interactive technology centers, access to hands-on science labs, and exposure to a new math curriculum that builds and reinforces math skills that translate from the classroom to real life. Additionally, we utilize a number of educational applications which help our teachers deliver and enrich instruction. Our students attend weekly “techknowledgey” classes where they build foundational skills which support their learning, promote exploration of the world, and encourage the sharing of ideas.



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### Other Information

At Appleby, we are very passionate about educating the youth of today who will someday become the innovators, creative thinkers, and problem solvers of tomorrow. We respect and honor our differences while we embrace and celebrate the things that make us unique. We believe every child, no matter what their ability, should have the right to feel safe, inspired, and successful. We understand, at the elementary level, that we have the very important job of building a solid educational foundation and a lifelong love of learning. Our staff works tirelessly to provide an educational experience that is engaging, challenging, and rewarding. We recognize that a well rounded education does not end with academics, but also encompasses character education, the arts, and building strong interpersonal skills. We believe that the success of our students is dependent upon a strong partnership between school, home, and the community. We model a culture of collaboration, kindness, and respect with open communication and the sharing of ideas across all stakeholders. Each day we strive to find the joy in learning, sharing, and caring.

**G Austin Schoenly Elementary School**

(23-4970-060)

Grades Offered: PK-01

2018-2019

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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



### G Austin Schoenly Elementary School

(23-4970-060)

Grades Offered: PK-01

2018-2019

#### Report Key:

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### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Middlesex
District	Spotswood Public School District
Principal Name	Mrs. Jennifer Asprocolas
Address	80 KANE AVENUE SPOTSWOOD, NJ 08884
Phone Number	732-723-2200
Email Address	<a href="mailto:jasprocolas@spsd.us">jasprocolas@spsd.us</a>
Website	<a href="https://schoenly.spsd.us">https://schoenly.spsd.us</a>
Facebook	<a href="https://www.facebook.com/HeartofSchoenly">https://www.facebook.com/HeartofSchoenly</a>
Twitter	<a href="https://twitter.com/HeartofSchoenly">https://twitter.com/HeartofSchoenly</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

#### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	53	62	76
KG	105	72	76
1	90	106	77
Total	248	240	229

#### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	44.4%	50.4%	51.1%
Male	55.6%	49.6%	48.9%
Economically Disadvantaged Students	18.5%	19.6%	16.6%
Students with Disabilities	24.6%	26.7%	30.6%
English Learners	2.4%	2.1%	2.6%
Homeless Students	0.0%	0.8%	0.4%
Students in Foster Care	0.0%	0.0%	0.4%
Military-Connected Students	0.4%	1.3%	0.9%
Migrant Students	0.0%	0.0%	0.0%

#### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	76.2%	73.8%	72.1%
Hispanic	14.1%	17.5%	19.2%
Black or African American	4.0%	1.7%	2.2%
Asian	4.0%	5.4%	2.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	1.6%	1.7%	3.5%

#### Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	53	62	76
KG - Half Day	0	0	0
KG - Full Day	105	72	76

#### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	92.1%
Arabic	2.6%
Spanish	2.6%
Other Languages	2.6%



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#### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

#### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

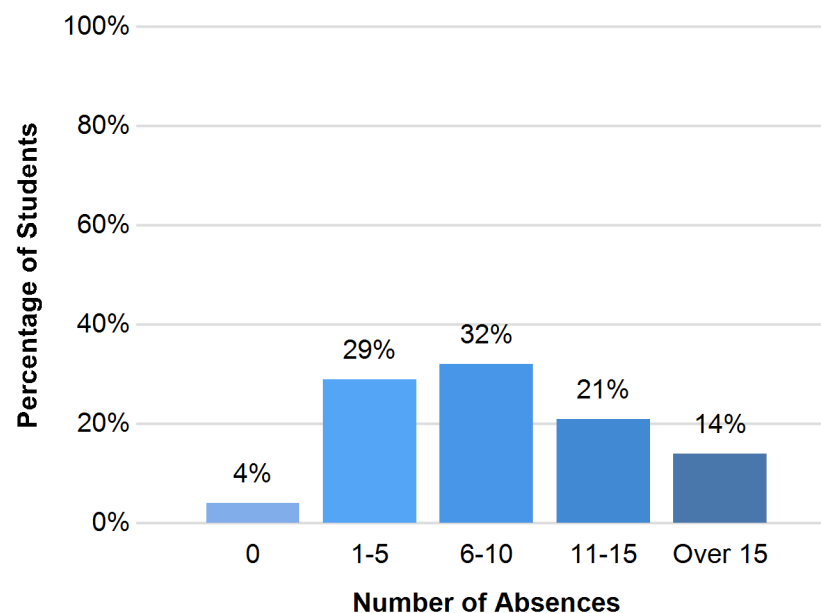
#### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	12	7.8	11.4	Met
White	7	6.5	11.4	Met
Hispanic	3	9.1	11.4	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	8.9		
Male	5	6.7		
Economically Disadvantaged Students	3	10.0	11.4	Met
Students with Disabilities	2	6.3	11.4	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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2018-2019

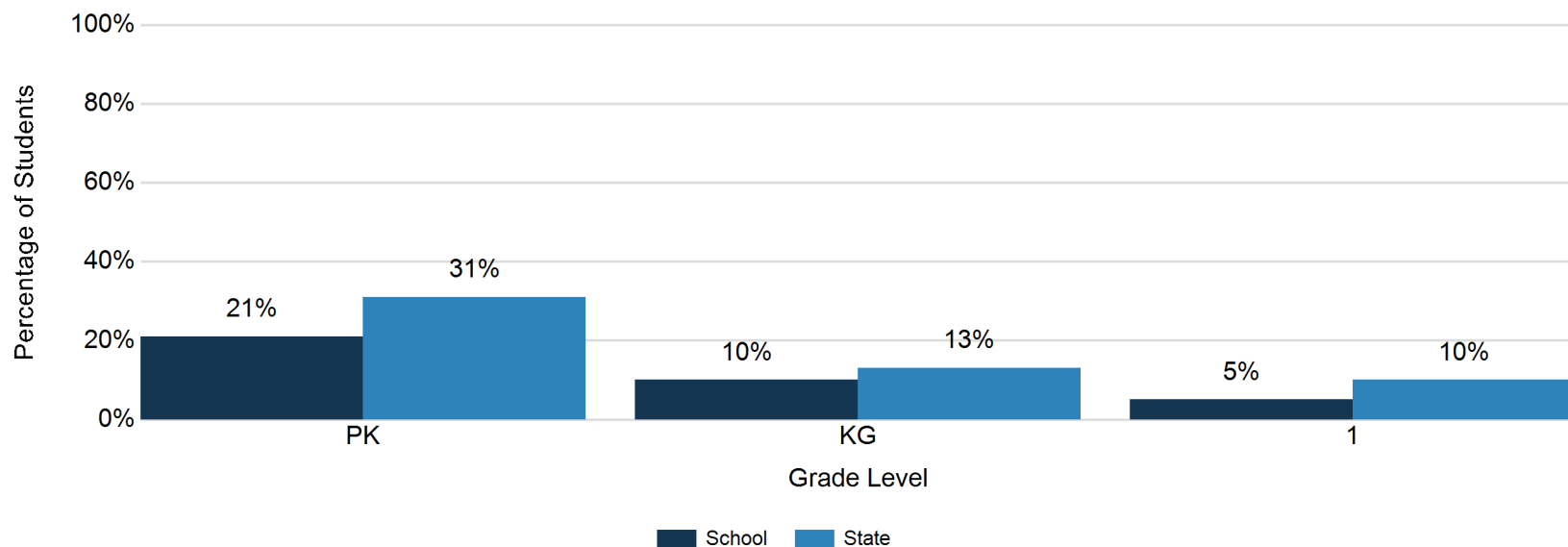
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

#### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

#### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

#### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

#### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*



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### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.



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#### Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

#### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	9.3	12.1
Average years experience in district	9.2	10.8
Percentage of Teachers with 4 or more years experience in the district	71.4%	75.3%

#### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

#### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	229:1	186:1
Teachers to Administrators	21:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		419:1
Students to Counselors		335:1
Students to Child Study Team Members		210:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	95.2%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	4.8%	0.0%	51.6%	22.9%	45.1%
White	72.1%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	19.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	2.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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#### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

##### Bachelor's Degree

Teacher 48%

Admin N/A

##### Master's Degree

Teacher 48%

Admin 100%

##### Doctoral Degree

Teacher 5%

Admin 0%

#### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

#### Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.8%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- A full day preschool program that employs dually certified educators (PreSchool - Grade 3 and Special Education).
- School-wide focus on Social and Emotional Learning (SEL).
- Highly individualized learning environment through guided instruction and data driven decision making.



### Mission, Vision, Theme:

As reflected in the District Mission statement, we provide our students with a nurturing, innovative learning environment where curiosity is sparked, risk taking is encouraged and problems are viewed as opportunities for growth. We empower students to become independent thinkers and problem solvers. We inspire and challenge our students to achieve their full potential academically, socio-emotionally, and physically. All stakeholders collaborate to deliver needs-based instruction for every child.



### Awards, Recognition, Accomplishments:

- PTA School of Excellence 2018-2020 - Bronze Award - Pennies for Patients Student Series - Offer of Candidacy for Accreditation with the Middle States Association Commission on Elementary and Secondary Schools - Highlighted in the NJ DOE Digest Episode, "Skills for the Future - Infusing SEL into Classrooms and Schools" - 1996 Blue Ribbon School



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>The Schoenly Preschool Program has adopted the Tools of the Mind curriculum to develop problem solving skills and encourage personal growth in our young learners. In kindergarten and first grade, teachers use balanced literacy, the GoMath! program, and hands-on learning in science and social studies in order to engage each child in the classroom. Students are encouraged to construct understanding of content through active and cooperative learning. We also embrace Social and Emotional Learning (SEL) as a schoolwide community. Our goal as a school is to provide a nurturing and productive educational environment that supports students as they develop the skills, abilities, and attitudes needed to succeed in school and in life. Social Emotional Learning (SEL) is embedded throughout the school day and in all content areas.</p>
 <p><b>Clubs and Activities:</b></p>	<p>At this primary level, extra curricular activities center around strengthening ties both inside and outside of the school community. Students have multiple opportunities to volunteer and give back to the community from showing appreciation to first responders to running several fundraisers throughout the year. Our C.A.R.E.S. Before and After School Program provides supervision and enrichment for our students outside of the typical school day. The program encourages social interaction and incorporates various developmentally appropriate recreation activities to do so. Our school also engages in several activities with Spotswood High School and Memorial Middle School students to provide our young learners with mentorship and positive role models.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Students may participate in the Spotswood C.A.R.E.S. program, a structured before and after-school environment where students have the opportunity to engage in educational and recreational activities. First grade students may participate in Kids Create, an after-school art enrichment program led by Spotswood High School volunteers. The Spotswood PTA offers enrichment and recreational activities for our students and their families throughout the school year.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Schoenly staff members are lifelong learners. They have multiple opportunities to participate in professional development. Teachers may learn and collaborate in monthly PD Academy sessions, Professional Learning Communities, Focused Professional Learning Cohorts (FPLC), Inservice trainings, and peer observations. New teachers participate in a four year Induction Program aligned with our Stronge+ Evaluation rubrics and research of best practices in education.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Schoenly's Child Study Team (CST) provides consultative, evaluative, and prescriptive service to teachers and parents with regards to students who are experiencing school challenges. Services provided to eligible students include speech therapy, physical therapy, occupational therapy, counseling, social skills and ESL. Classroom settings vary including general education, self-contained, resource room, and in-class support in order to provide the Least Restrictive Environment (LRE) for students.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Students in kindergarten and first grade are provided with two sessions a week of physical education and 22 minutes every day for recess. Additionally, classrooms often use kinesthetic learning to keep our students moving throughout the day. In October, students celebrate "Healthy Choices Week" where students are encouraged to stay active, eat well-balanced meals, and take care of their bodies. Annually, a pediatric dentist presents to students about maintaining good dental hygiene.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTA is incredibly supportive of our school. The annual Teacher Wish Lists provide over \$18,000 in donations. The PTA plans various activities for students and staff to celebrate our community. The Spotswood Education Foundation (SEF) provides grants for teachers to advance student learning. To date, the SEF has granted teachers throughout the district over \$89,000. Our school also forms strong ties with our community through special events such as the Spotswood Tree Lighting Ceremony.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers Yearly, all staff members, parents, and students (grades 5-12) are invited to participate in our School Climate Survey. Survey data is collected and analyzed to inform the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration.</p>
 <p>Facilities:</p>	<p>The G. Austin Schoenly School building is nestled in a residential neighborhood in Spotswood, New Jersey. The building was initially built in 1958 and later expanded in 1974 and 2004. In 2016, the HVAC system was upgraded, and the entire school is now air conditioned. The school utilizes a large All-Purpose Room, a media center, 20 multi-purpose classrooms, an outdoor courtyard, and a fenced in playground area. In the summer of 2019, a secure vestibule was installed at the main entrance of the building to provide a single point of entry for all visitors. Upon entering the secure vestibule, all visitors are required to check in via the Lobby Guard Visitor Management System.</p>
 <p>School Safety:</p>	<p>Spotswood School District understands that the health and safety of our students is paramount in creating an environment in which all of our members feel safe and secure. To ensure this, the Spotswood School District utilizes a comprehensive approach to school safety and security with a focus on the following areas: * Security Coordination * Communications and Alerts * Training and Drills * Plan Review/Climate Assessment. The administration of the Spotswood School District works closely with the Spotswood Police Department through our School Resource Officer, who works with all school administration. Additionally, monthly meetings are held to review all district security matters with District and Spotswood community leaders.</p>



### G Austin Schoenly Elementary School

(23-4970-060)

Grades Offered: PK-01



2018-2019

#### Report Key:

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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

 <p><b>Technology and STEM:</b></p>	<p>At G. Austin Schoenly School, we encourage our students to be critical thinkers and problem solvers through exploration and project based learning. At this early childhood level, we encourage student inquiry and experimentation as they create meaning of the world around them. In our curriculum, we dedicate ample time for students to play, create, build, and explore. These experiences prepare our young learners for future scientific discovery and independent thinking. We utilize various technological resources to meet the needs of our diverse learners including the use of iPads in preschool, Chromebooks in kindergarten and first grade, and interactive projection software for each classroom. Furthermore, various educational applications are used to deliver and enrich instruction. Teachers embrace technology throughout the entire educational process to keep instruction innovative and engaging.</p>
 <p><b>Early Childhood Education:</b></p>	<p>Our school is home to a full-day preschool program offering a transitional, a self contained, and five integrated classrooms. Our preschool is funded both locally and by tuition. We utilize the Tools of the Mind curriculum to promote cognitive development, self regulation, socio-emotional skills and a strong foundation in academics. Students also receive weekly instruction in visual arts, performing arts, yoga, and physical education to enrich their educational experience.</p>



### G Austin Schoenly Elementary School

(23-4970-060)

Grades Offered: PK-01

2018-2019

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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Other Information

We are known as "The Little School with the Big Heart" because of the nurturing learning environment that we provide for our young learners. We have a staff of incredibly dedicated and passionate individuals who make our school a home for each child that walks in our doors. As a primary school, we recognize the importance of providing students with a strong foundation and confidence to achieve lofty goals. We understand that for many students, Schoenly School is their first experience with school. We strive to make this first impression one that will make them fall in love with learning for many years to come.



## Spotswood High School

(23-4970-040)

Grades Offered: 09-12

2018-2019

### Report Key:

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### How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

### Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

### Other Resources:

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

### Notes from the New Jersey Department of Education:



**Spotswood High School**  
(23-4970-040)  
Grades Offered: 09-12  
2018-2019

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### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Middlesex
District	Spotswood Public School District
Principal Name	Ms. Amy Jablonski
Address	105 SUMMERHILL ROAD SPOTSWOOD, NJ 08884
Phone Number	732-723-2200
Email Address	<a href="mailto:ajablonski@spsd.us">ajablonski@spsd.us</a>
Website	<a href="https://shs.spsd.us">https://shs.spsd.us</a>
Facebook	<a href="https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/">https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/</a>
Twitter	<a href="https://twitter.com/SHSChargers">https://twitter.com/SHSChargers</a>



**Spotswood High School**  
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	174	161	170
10	184	171	158
11	171	184	167
12	201	170	176
Total	730	686	671

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.2%	50.2%
Male	52.1%	51.8%	49.8%
Economically Disadvantaged Students	9.7%	8.2%	7.6%
Students with Disabilities	10.1%	9.0%	7.7%
English Learners	0.3%	0.4%	0.6%
Homeless Students	0.3%	0.3%	0.0%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	79.2%	77.1%	75.7%
Hispanic	11.9%	13.7%	13.9%
Black or African American	3.0%	3.2%	3.6%
Asian	4.4%	4.2%	5.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.4%
Two or More Races	1.5%	1.5%	1.3%

### Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	730	685	671
Shared Time Students	0	1	0
Full Time Equivalent	730	686	671

### Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	91.8%
Spanish	2.1%
Arabic	1.6%
Other Languages	4.5%



**Spotswood High School**  
(23-4970-040)  
Grades Offered: 09-12  
2018-2019

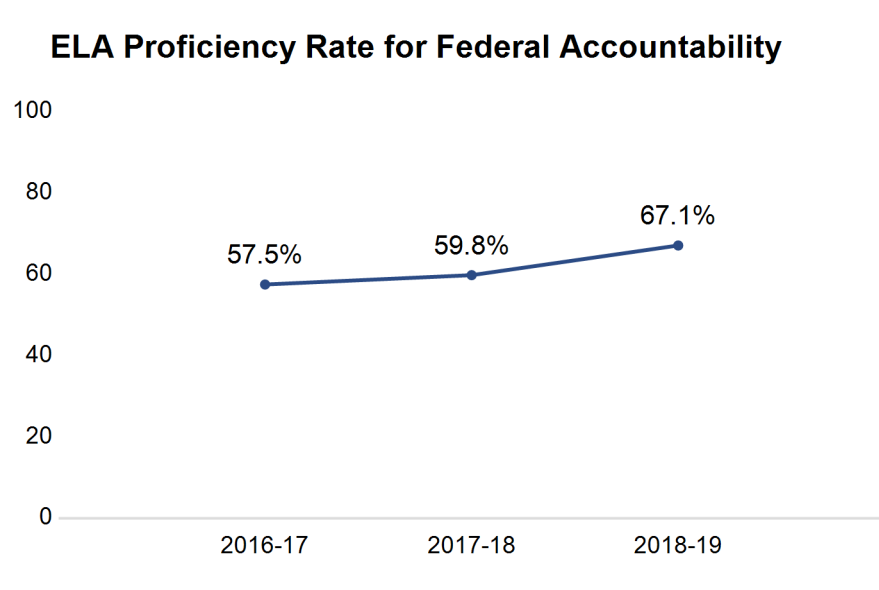
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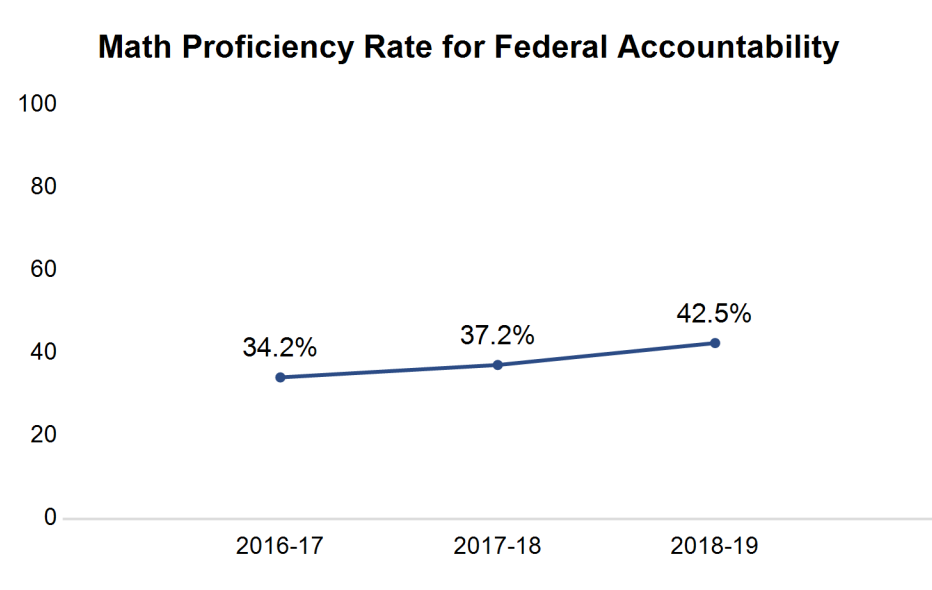
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	97.0%	98.5%	96.3%	97.9%	99.1%
Proficiency Rate for Federal Accountability	57.5%	59.8%	67.1%	34.2%	37.2%	42.5%
Annual Target	56.3%	57.6%	58.8%	38.2%	40.4%	42.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	322	98.5	67.1	63.6	57.9	67.1	58.8	Met Target
White	243	98.4	68.7	66.9	66.9	68.7	60.6	Met Target
Hispanic	45	100.0	53.3	48.6	43.9	53.3	41.2	Met Target
Black or African American	10	90.9	60.0	43.6	38.5	57.1	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	82.4	79.0	82.9	82.4	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	157	98.7	75.8	73.3	64.8	75.8		
Male	165	98.2	58.8	54.8	51.3	58.8		
Economically Disadvantaged Students	33	100.0	60.6	48.8	40.0	60.6	38.5	Met Target
Non-Economically Disadvantaged Students	289	98.3	67.8	65.8	67.9	67.8		
Students with Disabilities	28	90.3	25.0	23.8	22.7	23.7	24.3	Met Target†
Students without Disabilities	294	99.3	71.1	69.5	65.1	71.1		
English Learners	N	N	N	*	29.3	N	**	**
Non-English Learners	322	98.5	67.1	*	60.6	67.1		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



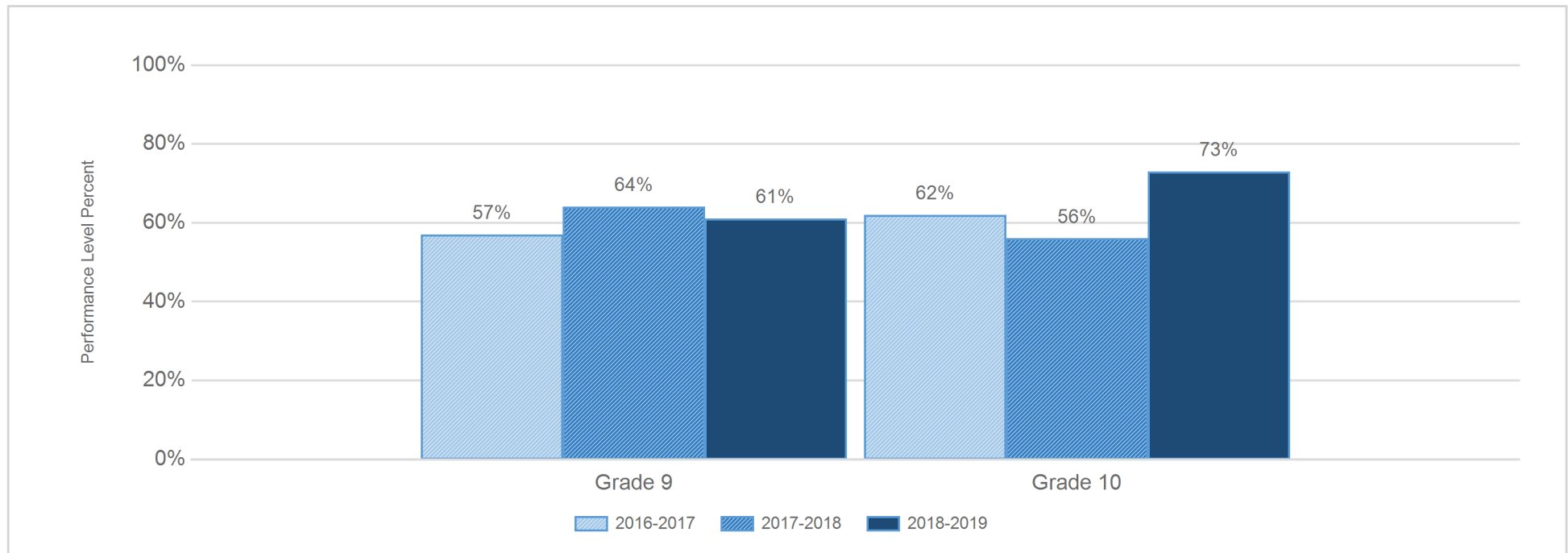
**Spotswood High School**  
(23-4970-040)  
Grades Offered: 09-12  
2018-2019

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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	165	760	760	753	*	*	27%	44%	17%	61%	56%
White	128	760	760	762	*	*	30%	44%	17%	61%	65%
Hispanic	17	747	747	737	*	*	*	*	*	41%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	772	772	783	0%	0%	*	*	*	82%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	83	768	768	760	*	*	*	*	*	72%	63%
Male	82	752	752	746	*	*	*	*	*	50%	49%
Economically Disadvantaged Students	15	743	743	734	*	*	*	*	*	47%	36%
Non-Economically Disadvantaged Students	150	762	762	762	*	*	*	*	*	63%	65%
Students with Disabilities	16	727	727	717	*	*	*	*	*	19%	17%
Students without Disabilities	149	764	764	760	*	*	*	*	*	66%	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	165	760	760	755	*	*	27%	44%	17%	61%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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### English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	157	769	769	757	*	*	12%	44%	29%	73%	58%
White	114	773	773	767	*	*	*	45%	32%	77%	67%
Hispanic	28	758	758	738	*	*	*	*	*	61%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	74	778	778	766	*	*	*	46%	34%	80%	66%
Male	83	762	762	749	*	*	*	42%	24%	66%	51%
Economically Disadvantaged Students	18	760	760	735	*	*	*	*	*	72%	40%
Non-Economically Disadvantaged Students	139	771	771	767	*	*	*	*	*	73%	67%
Students with Disabilities	11	715	715	711	*	*	*	*	*	27%	19%
Students without Disabilities	146	774	774	765	*	*	*	*	*	76%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	157	769	769	760	*	*	12%	44%	29%	73%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	322	99.1	42.5	51.1	44.5	42.5	42.6	Met Target†
White	241	99.2	44.8	53.5	54.1	44.8	42.3	Met Target
Hispanic	46	97.9	26.1	35.1	28.8	26.1	29	Met Target†
Black or African American	11	100.0	18.2	35.0	23.0	18.2	**	**
Asian, Native Hawaiian, or Pacific Islander	17	100.0	64.7	69.4	76.5	64.7	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	157	99.4	43.3	51.1	44.9	43.3		
Male	165	98.8	41.8	51.1	44.2	41.8		
Economically Disadvantaged Students	33	100.0	27.3	32.3	26.3	27.3	32.4	Met Target†
Non-Economically Disadvantaged Students	289	99.0	44.3	53.8	54.9	44.3		
Students with Disabilities	28	100.0	14.3	18.1	17.4	14.3	20.2	Met Target†
Students without Disabilities	294	99.0	45.2	56.1	50.0	45.2		
English Learners	N	N	N	*	25.0	N	**	**
Non-English Learners	322	99.4	42.5	*	46.5	42.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



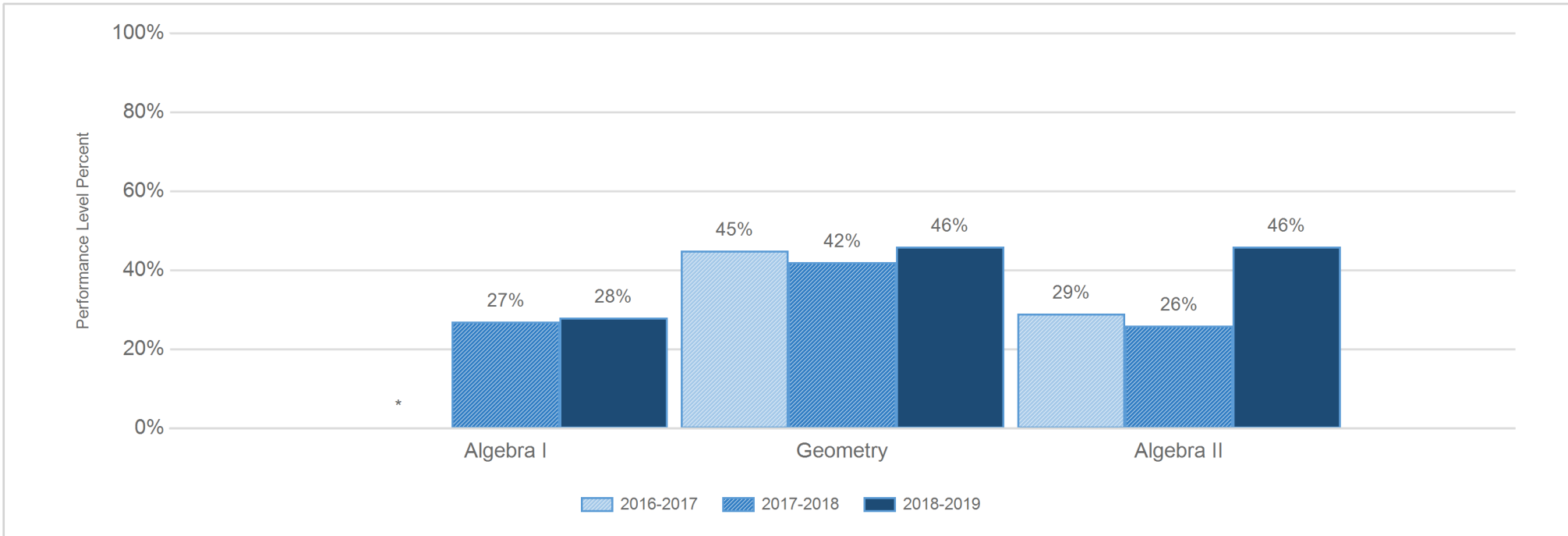
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### Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	67	735	751	744	*	*	33%	*	*	28%	42%
White	53	739	754	752	*	*	38%	32%	0%	32%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	17	732	753	745	*	*	*	*	*	*	44%
Male	50	736	750	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	18	718	733	717	*	*	*	*	*	11%	12%
Students without Disabilities	49	741	755	748	*	*	*	*	*	35%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	67	735	751	745	*	*	33%	*	*	28%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Spotswood High School**  
(23-4970-040)  
Grades Offered: 09-12  
2018-2019

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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	171	745	745	737	*	16%	35%	*	*	46%	35%
White	124	747	747	743	*	14%	36%	*	*	48%	43%
Hispanic	25	733	733	724	*	*	*	*	*	28%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	13	758	758	762	0%	*	*	*	*	69%	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	98	748	748	738	*	12%	34%	*	*	53%	36%
Male	73	741	741	736	*	21%	36%	*	*	37%	34%
Economically Disadvantaged Students	18	731	731	722	*	*	*	*	*	22%	16%
Non-Economically Disadvantaged Students	153	747	747	743	*	*	*	*	*	49%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	171	745	745	738	*	16%	35%	*	*	46%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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### Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	84	743	743	755	13%	13%	27%	*	*	46%	58%
White	63	744	744	758	*	*	27%	51%	0%	51%	62%
Hispanic	13	733	733	731	*	*	*	*	*	31%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	42	733	733	752	*	*	29%	*	*	36%	55%
Male	42	753	753	758	*	*	26%	*	*	57%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	84	743	743	755	13%	13%	27%	*	*	46%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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### DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	N	N	N
5 or more	N	N	N



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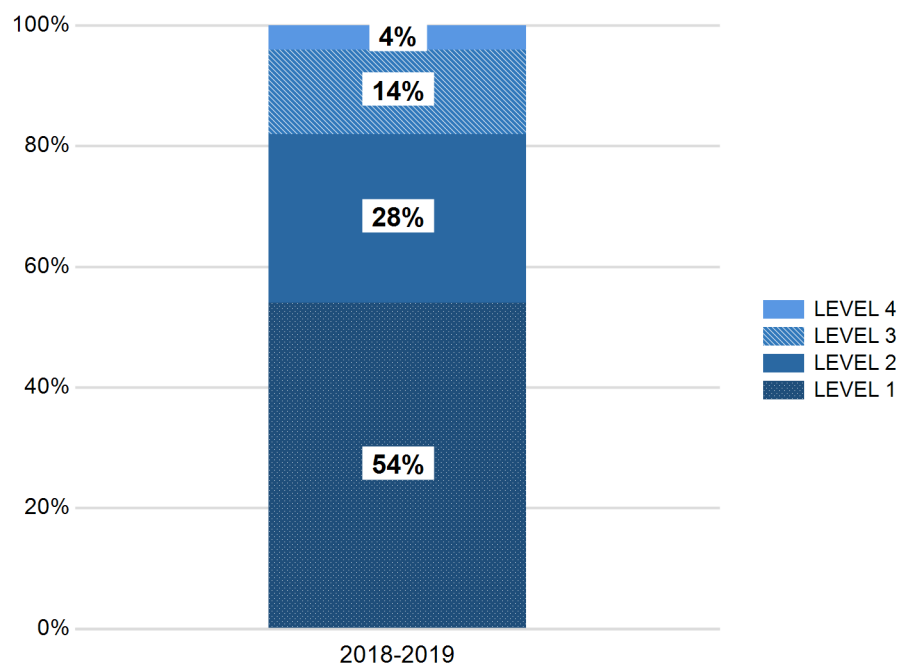
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	54	28	14	4
White	49	31	17	3
Hispanic	67	29	0	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	26	16	4
Male	54	29	12	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

### PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	78.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	24.4%	19.6%

### PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	488	476	Grade 10: 430 Grade 11: 460	71%	61%
PSAT 10/NMSQT - Math	489	477	Grade 10: 480 Grade 11: 510	52%	43%
SAT - Reading and Writing	571	539	480	89%	70%
SAT - Math	585	541	530	74%	53%
ACT - Reading	26	25	22	70%	66%
ACT - English	24	24	18	86%	81%
ACT - Math	24	24	22	77%	65%
ACT - Science	25	24	23	67%	57%



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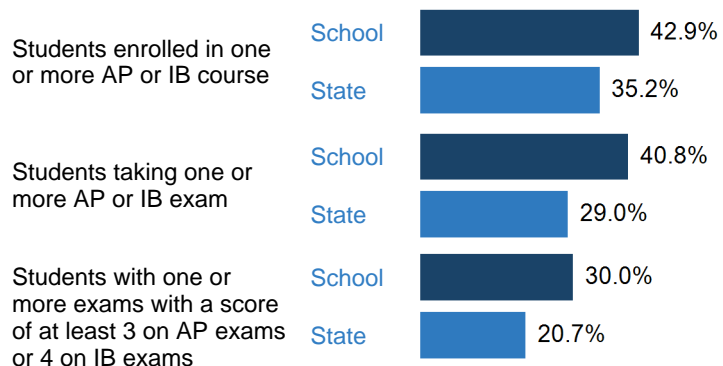
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

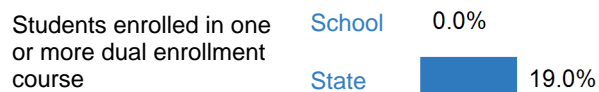
### AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



### Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



### AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	23	22
AP Calculus AB	7	7
AP Chemistry	8	8
AP Computer Science A	25	24
AP English Language and Composition	0	36
AP English Literature and Composition	46	9
AP Environmental Science	13	13
AP Human Geography	14	14
AP Music Theory	2	2
AP Physics 1	16	16
AP Psychology	62	61
AP Statistics	15	15
AP Studio Art—Drawing Portfolio	14	5
AP Studio Art—Two-Dimensional	0	8
AP U.S. Government and Politics	11	11
Exams with scores of at least 3 on AP exams or 4 on IB exams		173

**Spotswood High School**

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2018-2019

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		251



**Spotswood High School**  
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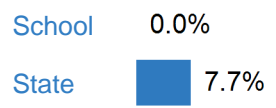
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

**Career and Technical Education Participation**

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

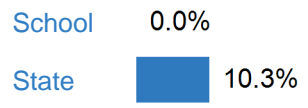
**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

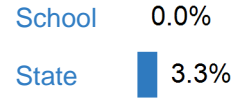
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

**Structured Learning Experiences**





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### Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

**Spotswood High School**

(23-4970-040)

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2018-2019

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**Industry-Valued Credentials**

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

**Students Earning Industry-Valued Credentials**

School 0.0%

State 0.9%

**Industry-Valued Credentials by Career Cluster**

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	50	121	1	0	0	0	9
10	4	65	91	0	0	0	27
11	1	7	49	69	0	29	28
12	0	3	22	24	35	27	72
Total	55	196	163	93	35	56	136
Enrolled in AP/IB Course					7	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	173	0	0	1	0	1
10	7	138	0	3	0	14
11	23	13	0	54	78	8
12	16	3	0	12	24	62
Total	219	154	0	70	102	85
Enrolled in AP/IB Course	23	8		13	16	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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### Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	174	1	0	0	0	0
10	5	158	0	0	0	0
11	0	172	5	28	15	30
12	0	13	20	74	25	75
Total	179	344	25	102	40	105
Enrolled in AP/IB Course	0	0	0	62		23
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	123	0	0	0	33	0	0
10	116	0	0	0	40	0	0
11	55	0	0	0	40	0	0
12	13	0	0	0	18	0	0
Total	307	0	0	0	131	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	63	0	0	0	30	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

### Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	20	0	0	0
10	10	0	13	0	0	0
11	23	0	4	0	0	0
12	11	0	3	0	0	0
Total	44	0	40	0	0	0
Enrolled in AP/IB Course	25		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Spotswood High School**

(23-4970-040)

Grades Offered: 09-12

2018-2019

**Report Key:**

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\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

† This indicates a table specific note, see note below table

## Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



**Spotswood High School**  
(23-4970-040)  
Grades Offered: 09-12  
2018-2019

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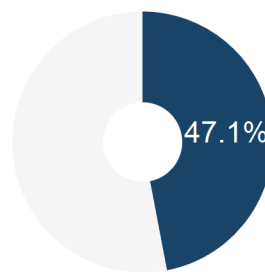
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## Visual and Performing Arts – Course Participation

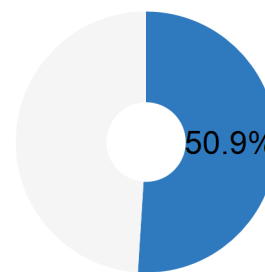
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

**Grades 9-12:**

Students enrolled in one or more **visual and performing arts** classes

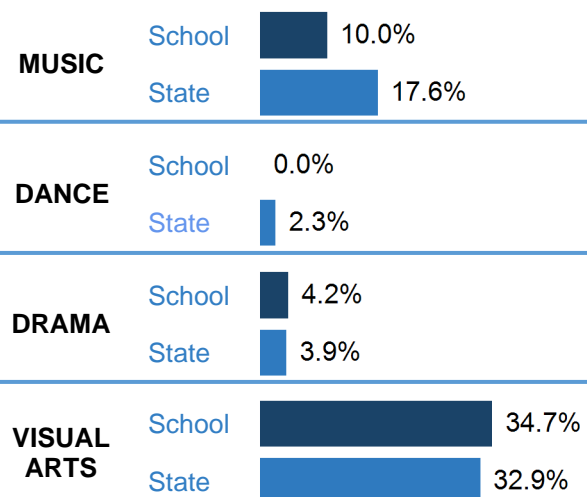


School



State

Students enrolled in one or more classes by discipline:





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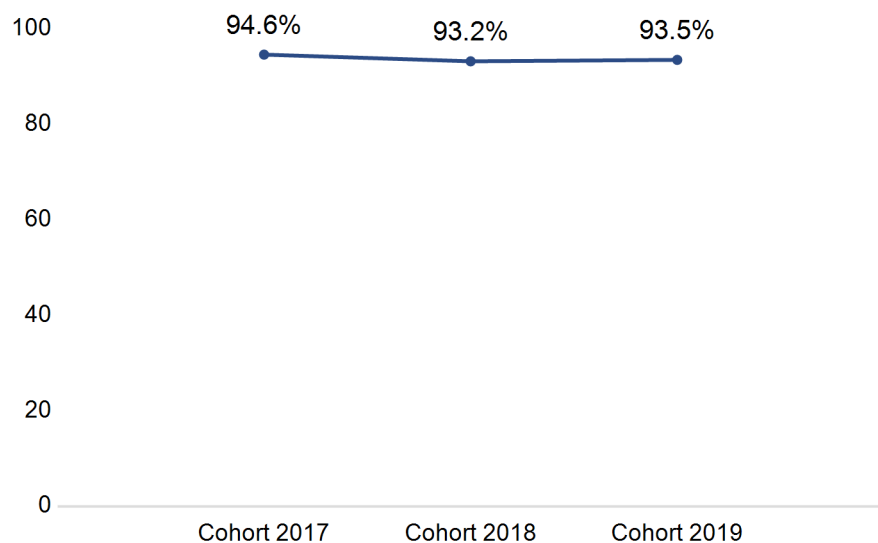
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

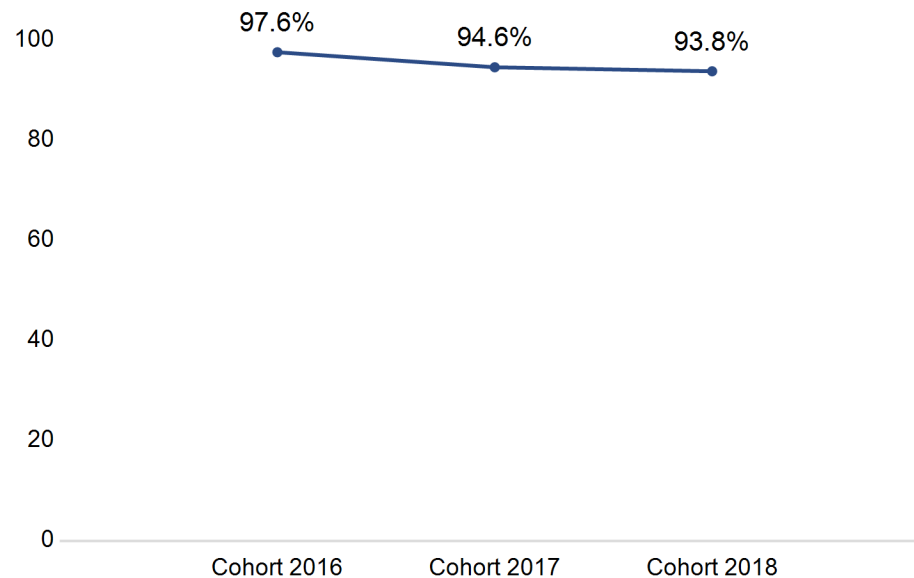
### Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

#### 4-Year Graduation Rate Trends



#### 5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.6%	93.2%	93.5%	97.6%	94.6%	93.8%
Annual Target	95.0%	95.0%		N	94.2%	
Met Annual Target?	Not Met	Not Met		Met Goal	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.5%	90.6%	93.8%	92.5%	93.2%	95.0%	Not Met	94.6%	94.2%	Met Target
White	94.5%	94.9%	94.4%	95.9%	93.8%	95.0%	Not Met	95.7%	N	Met Goal
Hispanic	88.0%	84.5%	88.9%	87.3%	88.9%	**	**	91.7%	91.5%	Met Target
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	94.4%	92.8%	95.9%	94.4%	95.9%			92.9%		
Male	92.3%	88.5%	92.2%	90.8%	91.3%			96.2%		
Economically Disadvantaged Students	*	84.0%	94.4%	87.3%	94.4%	**	**	87.1%	88.8%	Not Met
Students with Disabilities	*	79.2%	61.1%	83.8%	57.9%	**	**	90.5%	92.0%	Not Met
English Learners	*	75.4%	N	80.1%	N	N	N	N	N	N
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

**Spotswood High School**

(23-4970-040)

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**Graduation Pathways**

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	83.9%	83.3%
Substitute Competency Test	13.2%	10.9%
Portfolio Appeals Process	1.7%	3.4%
Alternate Requirements specified in IEP	1.1%	2.3%
Unknown	0.0%	0.0%

**Dropout Rate Trends**

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	0.9%	1.2%
2017-2018	1.0%	1.2%
2016-2017	0.5%	1.1%



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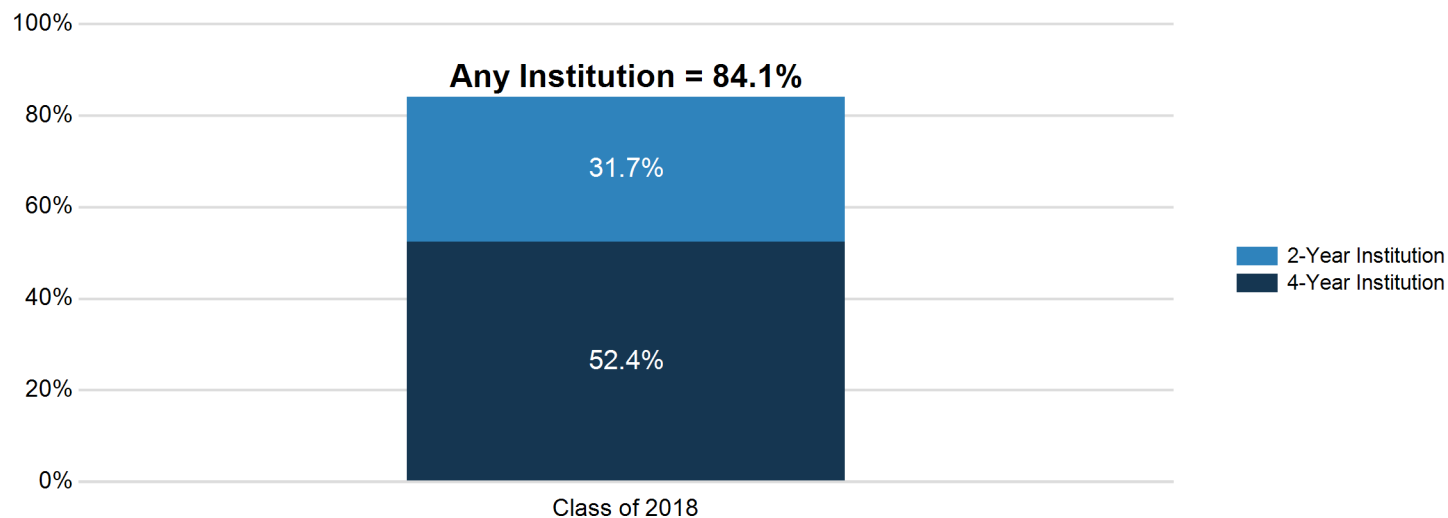
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

### Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

#### Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.7%
% Enrolled in 4-Year Institution	52.4%
% Enrolled in Any Postsecondary Institution	84.1%



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### Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	82.8%	31.3%	68.8%
White	82.5%	29.2%	70.8%
Hispanic	87.5%	57.1%	42.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	*	*	*
Students with Disabilities	*	*	*
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	84.1%	37.7%	62.3%	80.4%	19.6%	71.7%	28.3%
White	86.6%	37.9%	62.1%	80.2%	19.8%	71.6%	28.4%
Hispanic	58.8%	50%	50%	100%	0%	70%	30%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	N	N	N	N



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

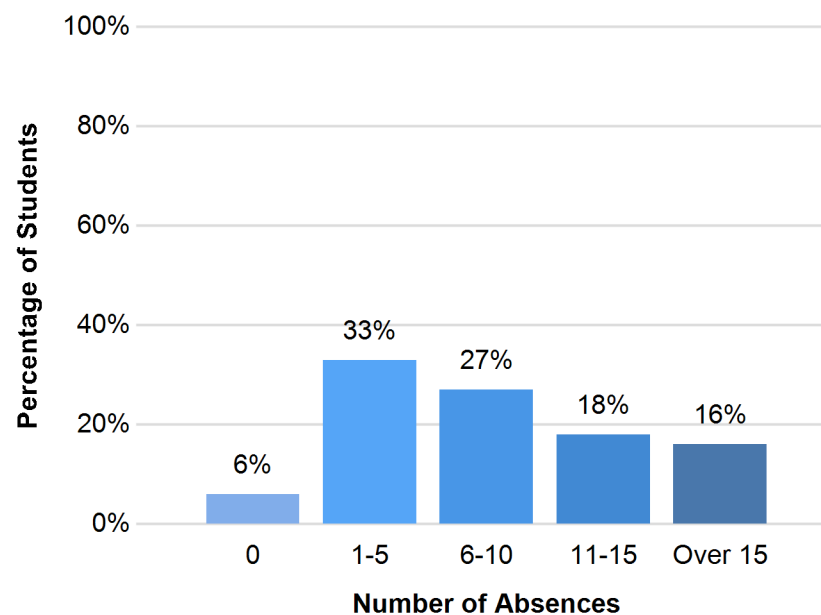
### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	85	12.3	14.2	Met
White	63	12.1	14.2	Met
Hispanic	14	14.7	14.2	Not Met
Black or African American	2	7.7	14.2	Met
Asian, Native Hawaiian, or Pacific	3	8.6	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	46	13.4		
Male	39	11.2		
Economically Disadvantaged Students	17	32.7	14.2	Not Met
Students with Disabilities	12	16.9	14.2	Not Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





### Spotswood High School

(23-4970-040)

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2018-2019

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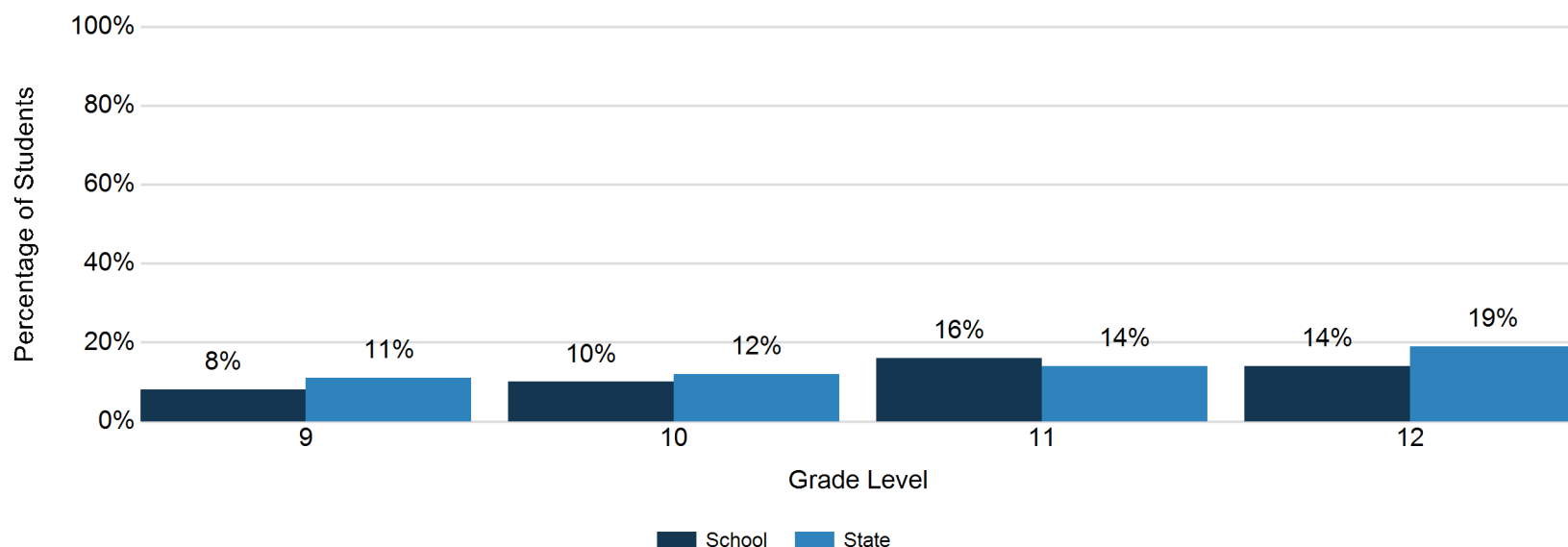
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	17
Weapons	0
Vandalism	3
Substances	31
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	54
Incidents Per 100 Students Enrolled	8.05

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	12
Weapons	0
Vandalism	2
Substances	20
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	3

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	1	1	2
Disability	0	0	0
Other	2	2	4
No Identified Nature	4		4

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	23	3.4%
Out-of-School Suspensions	54	8.0%
Any Suspension	59	8.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
341

**Spotswood High School**

(23-4970-040)

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2018-2019

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**School Day**

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:11 PM
Length of School Day	6 Hrs 41 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

**Device Ratios**

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	73.7%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	336:1	186:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		419:1
Students to Counselors		335:1
Students to Child Study Team Members		210:1



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### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.2%	56.1%	0.0%	48.4%	77.1%	54.9%
Male	49.8%	43.9%	100.0%	51.6%	22.9%	45.1%
White	75.7%	96.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	13.9%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.1%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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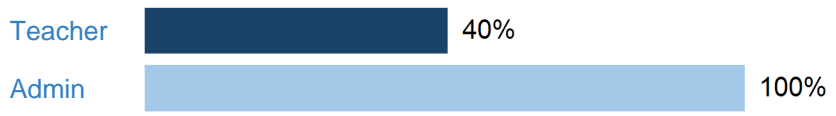
**Teachers and Administrators - Level of Education**

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

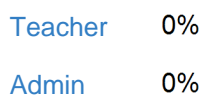
**Bachelor's Degree**



**Master's Degree**



**Doctoral Degree**



**Teachers and Administrators - One-Year Retention (District Level)**

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

**Faculty Attendance**

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	99.1%



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## Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



**Spotswood High School**  
(23-4970-040)  
Grades Offered: 09-12  
2018-2019

**Report Key:**

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	57.5%	59.8%	67.1%
Math Proficiency	34.2%	37.2%	42.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.6%	93.2%	93.5%
5-Year Graduation Rate†	97.6%	94.6%	93.8%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	15.0%	12.3%	12.3%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



### Spotswood High School

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Not Met	Met Target	**	Met	No
White	Met Target	Met Target	Not Met	Met Goal	n/a	Met	No
Hispanic	Met Target	Met Target†	**	Met Target	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	**	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- Class of 2019: 91% attending college; 3% workforce; 2% military; \$3 million in scholarship monies. SHS offers 19 varsity sports teams.
- 2018-19: Award winning Distributive Education Club. 55 state qualifiers. 3 placed in the top 18 in the world for their presentation, 3 placed in the top 8 in the world for their overall project.
- 2018-19: Award winning SHS Band program. Jazz Band, Concert Band, Honors Wind Ensemble all rated "excellent."



### Mission, Vision, Theme:

The Spotswood Public School District is dedicated to excellence in education by inspiring and challenging our students to achieve their full potential while becoming productive citizens of the global community.



### Awards, Recognition, Accomplishments:

Award Winning Distributive Education Club of America: 104 students attended the regional competition. 55 finalized or placed to go on to the State Career Development Conference. 36 students qualified at the state competition to move on to the International Career Development Conference. 3 placed in the top 18 in the world for their presentation. 3 placed in the top 8 in the world for their entire project. Award Winning SHS Band: Honors Wind Ensemble placed 1st in their section. Awarded the Dr. Tim Lautenheizer Esprit de Corps Trophy at the Festival of Music Awards in Boston, Massachusetts. This award recognizes a program that demonstrates kindness, leadership, respect, and professionalism. Winners 4 out of 7 years.



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### Courses, Curriculum, Instruction:

A rigorous curriculum offers many courses: Advanced Placement, Honors, College Preparatory, and Career/Technical Arts courses. Spotswood High School, in conjunction with Fairleigh Dickinson University and Middlesex County College, offers the opportunity for exceptional students to earn college credits when registered in the following courses: Honors College Accounting, Honors Principles of Business, Honors College Marketing, Honors Biology II, Honors Calculus, Honors English 12 and College Composition. Approximately 87% of the Class of 2018 pursued higher education.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Cheerleading (Coed), Cross Country (Coed), Football (Coed), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed)

Spotswood High School is a member of the Greater Middlesex Conference, governed by the NJSIAA. 2018-19 Awards: Cheerleading Red Division Performance Champions; 32 student-athletes received All-Conference & All Division postseason recognition.



### Clubs and Activities:

Concert Band, Distributive Education Clubs of America (DECA), Honors Wind Ensemble, Jazz Band, Pep Band, Charger Pride, Community Service Club, Drama Club, Environmental Club, Euphony (School Literary Magazine), Fellowship of Christian Athletes, Film Club, Girls Learn International, Heroes & Cool Kids, Kids Create, Lead For Diversity, Math League, Music Club, National Honor Society, Scribbler (School Newspaper), Student Government, Students Against Destructive Decisions (SADD), TEAMS, TV & Radio Club, Pegasus (Yearbook Club). Additionally, many of our clubs have a strong focus on community outreach and other humanitarian efforts.






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 <p><b>Before and After School Programs:</b></p>	<p>National Honor Society Tutoring</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Spotswood High School staff is required to attend workshops and participate in learning activities as a part of their professional development. The workshops present various ideas and practices to help educators learn new skills to effectively work with students and peers. The high school faculty is committed to the belief that continuous improvement occurs through sustained professional development; Thus, the faculty pursues a continuum of professional growth activities aimed at improving instruction for all students with a focus on maintaining a differentiated approach to instruction. Opportunities include: New Teacher Induction Program, Spotswood Professional Development Academy. 2018-19 High School Committees including: Culture &amp; Climate, Assessment &amp; Grading, Strategic Action Planning.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Class of 2019 earned over \$3 million in scholarships. As a class, 91% attended college: 56% 4 year college, 31% 2 year college, 4% business/technical college. Recent SHS graduates were accepted to a variety of postsecondary institutions including: Bryn Mawr College, Cornell University, Fashion Institute of Technology, Johns Hopkins University, Johnson &amp; Wales, NJIT, Princeton, Rowan, Rutgers, Syracuse, and others. Please see the School Profile at <a href="http://www.spsd.us">www.spsd.us</a> for a complete list of recent acceptances.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Intervention &amp; Referral Services, Student Assistance Counselor, Child Study Team, Crisis Counselor, Peer Mentoring, ESL Classes, Special Education--Resource, In-Class Support</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Arena scheduling in Health &amp; PE has been implemented to create greater interest and participation. Students choose three classes each marking period: an individual activity, a team sport, and a physical fitness component. Schoolwide assemblies feature student wellness themes.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We are fortunate to have such a caring and supportive parent community; They have been exceedingly generous in the support of the school. Key parent support groups include: Spotswood PTA, Band Parents Association, Touchdown Club, Project Senior Week, Spotswood Education Foundation. Many opportunities are presented to parents for their involvement in our schools including Parent/Teacher Conferences, Back to School Night, Financial Aid Night, College Planning Night. Our students are involved in outreach programs that seek to build connections with younger grades and the larger community. These include Kids Create, Heroes &amp; Cool Kids, Community Service Club, and NHS Tutoring.</p>



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Yearly, all staff members, parents, and students (grades 5-12) are invited to participate in our School Climate Survey. Survey data is collected and analyzed to inform the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration.</p>
 <p>Facilities:</p>	<p>SHS was built &amp; opened in 1977. Recent renovations completed in 2016 include new locker rooms, new outdoor track, new bleachers, upgraded HVAC, air-conditioning, 4 computer labs, chromebook carts. Renovations in 2019 include: security vestibule construction, main office suite, conference rooms, security office, attendance office.</p>
 <p>School Safety:</p>	<p>Spotswood High School recognizes that the health and safety of our students is paramount in creating an environment in which all of our members feel secure. To ensure this, the Spotswood School District utilizes a comprehensive approach to school safety and security with a focus on the following areas: Security Coordination, Communication &amp; Alerts, Training &amp; Drills, Plan Review/Climate Assessment. School administration work closely with the Spotswood Police Department via the School Resource Officer. Monthly meetings are held to review security matters with relevant personnel.</p>



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Technology and STEM:

Teachers are issued laptops and 21st century carts are utilized in our classrooms. Teachers also incorporate Google classroom into their curricula. Students have ample opportunity to utilize Chromebooks, laptops, and desktop computers.



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### Other Information

High School Schedule - 1st Warning Bell: 7:20am 2nd Warning Bell: 7:25am Period 1: 7:30am-8:12am Homeroom: 8:12am-8:17am Period 2: 8:21am-9:03am Period 3: 9:07am-9:49am Period 4: 9:53am-10:35am Period 5 (Lunch): 10:39am-11:09am Period 5/6: 10:39am-11:21am Period 6/7: 11:12am-11:54am Period 7/8: 11:24 am-12:06pm Period 7 (Lunch): 11:24am-11:54am Period 8/9: 11:57am-12:39pm Period 9 (Lunch): 12:09pm-12:39pm Period 10: 12:43 pm-1:25pm Period 11: 1:29pm-2:11pm



**Spotswood Memorial Middle School**  
(23-4970-090)  
Grades Offered: 06-08  
2018-2019

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**How to use this report:**

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

**Navigating through the reports:**

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

**Other Resources:**

- Review the [Summary Report](#) or the [district-level report](#) for this school
- Read the [Reference Guide](#), [Frequently Asked Questions](#), or [Data Privacy Rules](#) for more detailed information about the data in the report
- [Download the data](#) in the reports for all schools in the state
- Provide feedback on the reports by taking our [feedback survey](#)
- Contact us at [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



### Spotswood Memorial Middle School

(23-4970-090)

Grades Offered: 06-08

2018-2019

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### School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Middlesex
District	Spotswood Public School District
Principal Name	Mr. Brian Kitchin
Address	115 SUMMERHILL ROAD SPOTSWOOD, NJ 08884
Phone Number	732-723-2200
Email Address	<a href="mailto:bkitchin@spsd.us">bkitchin@spsd.us</a>
Website	<a href="https://memorial.spsd.us">https://memorial.spsd.us</a>
Facebook	<a href="https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/">https://www.facebook.com/Spotswood-Board-Of-Education-367110406701837/</a>
Twitter	<a href="https://twitter.com/MemorialColts">https://twitter.com/MemorialColts</a>



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

**Enrollment Trends by Grade**

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
6	126	112	124
7	120	125	111
8	96	120	127
<b>Total</b>	<b>342</b>	<b>357</b>	<b>362</b>

**Enrollment Trends by Student Group**

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.8%	49.4%	48.6%
Male	53.2%	50.6%	51.4%
Economically Disadvantaged Students	15.2%	14.9%	15.5%
Students with Disabilities	15.2%	12.9%	11.9%
English Learners	0.9%	0.8%	2.2%
Homeless Students	0.0%	0.6%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.3%	0.0%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	71.3%	72.2%	70.2%
Hispanic	15.2%	12.9%	15.7%
Black or African American	3.5%	5.3%	5.2%
Asian	7.6%	6.5%	6.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.6%	0.3%	0.0%
Two or More Races	1.8%	2.8%	2.5%

**Enrollment by Home Language**

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	87.3%
Arabic	3.6%
Spanish	3.3%
Portuguese	1.1%
Other Languages	4.7%

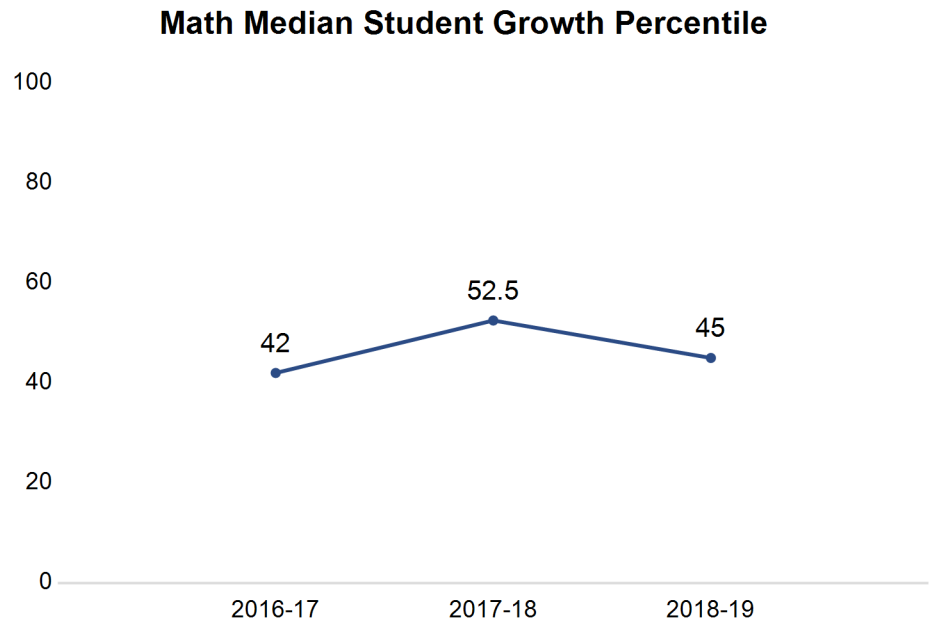
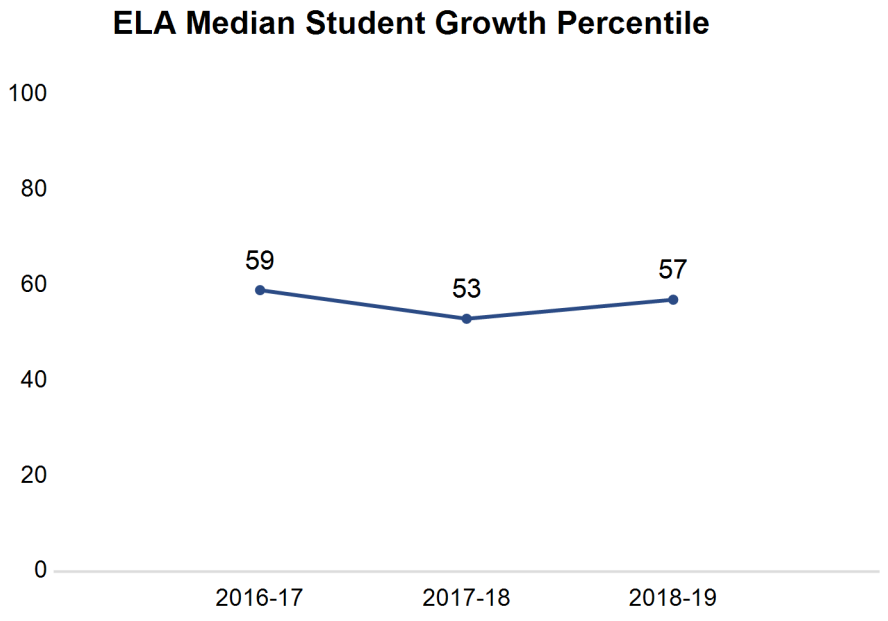


**Spotswood Memorial Middle School**  
 (23-4970-090)  
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**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	53	57	42	52.5	45
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



## Spotswood Memorial Middle School

(23-4970-090)

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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	57	49	50	Met Standard	45	40	50	Met Standard
White	57	48.5	50	Met Standard	42.5	37	52	Met Standard
Hispanic	54.5	43	49	Met Standard	49	41	47	Met Standard
Black or African American	72	74	45	**	26	28	43	**
Asian, Native Hawaiian, or Pacific Islander	54.5	52	59	Met Standard	72	71	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	62	49	**	*	44.5	52	**
Female	56	49	53	N	44.5	39	50	N
Male	57	48	47	N	45	40	51	N
Economically Disadvantaged Students	60.5	49	48	Exceeds Standard	41	33	46	Met Standard
Students with Disabilities	51	43	43	Met Standard	50	44	45	Met Standard
English Learners	55	37	52	**	*	42	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Spotswood Memorial Middle School**  
 (23-4970-090)  
 Grades Offered: 06-08  
 2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

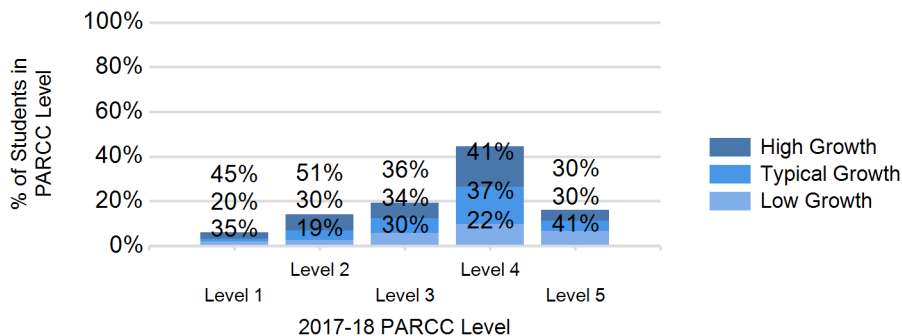
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth Percentiles](#) that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

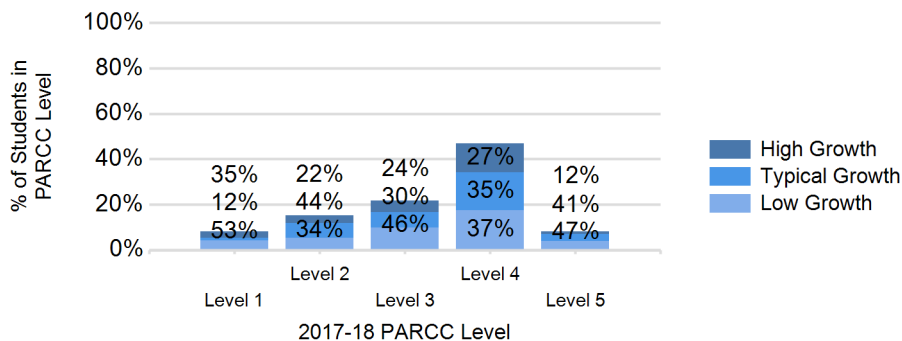
**Student Growth by Performance Level**

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

**ELA**



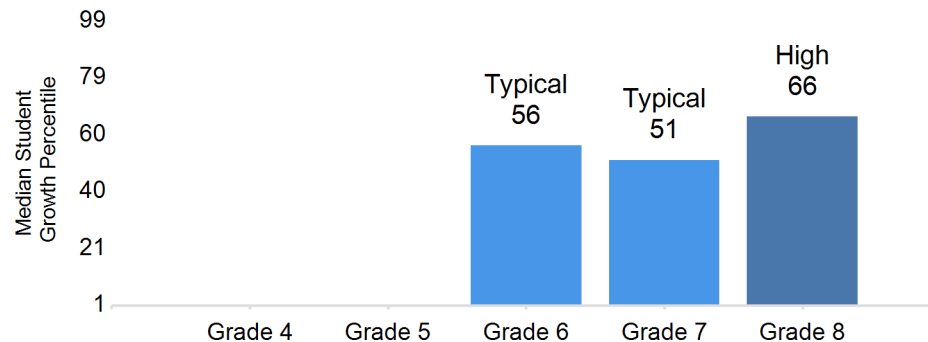
**Math**



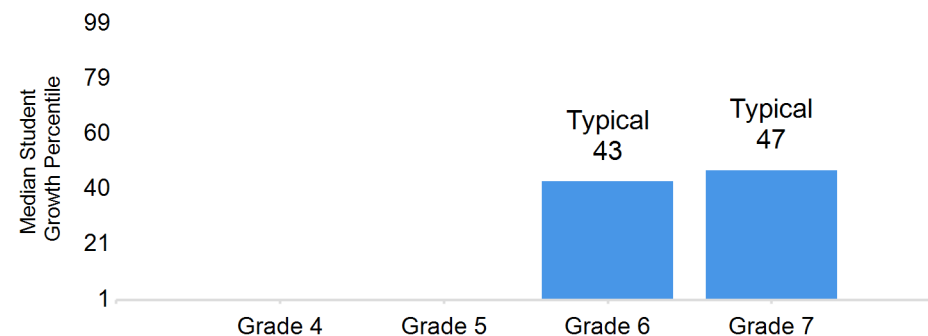
**Student Growth by Grade**

These graphs show the median Student Growth Percentile for students in each grade.

**ELA**



**Math**





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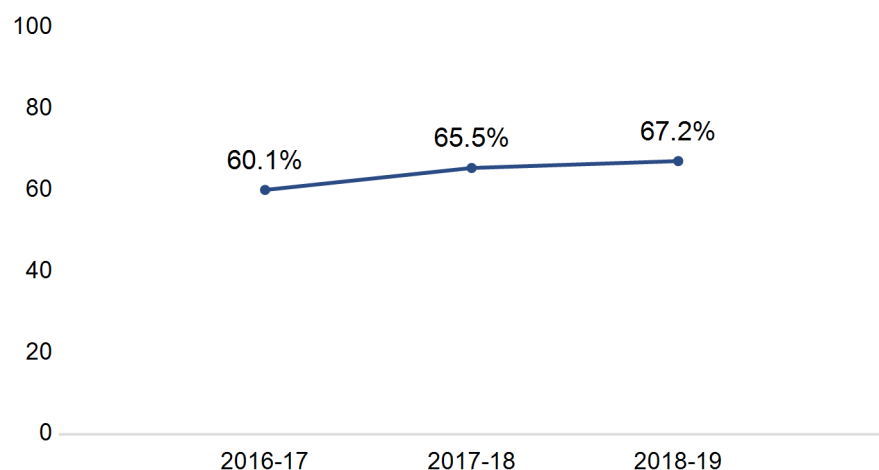
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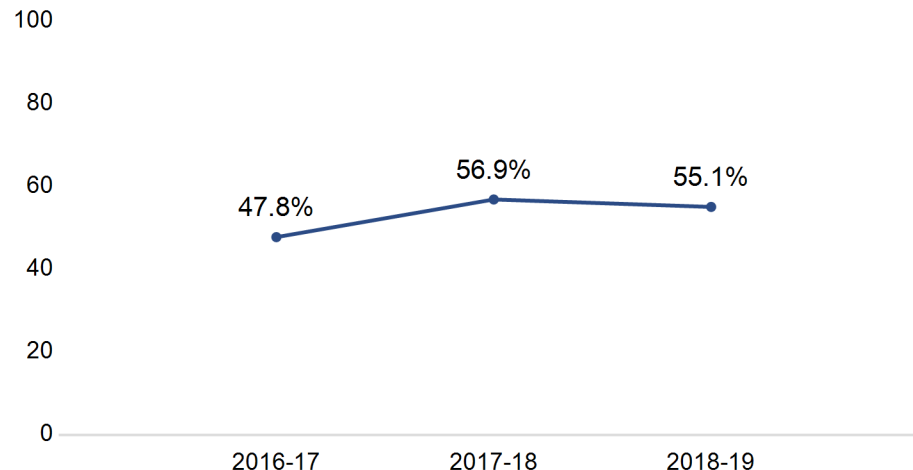
## English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.2%	97.0%	96.7%	98.3%	96.4%	95.9%
Proficiency Rate for Federal Accountability	60.1%	65.5%	67.2%	47.8%	56.9%	55.1%
Annual Target	44.9%	46.7%	48.6%	44.9%	46.7%	48.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	344	96.7	67.2	63.6	57.9	67.2	48.6	Met Target
White	240	96.0	71.3	66.9	66.9	71.3	47.6	Met Target
Hispanic	52	96.4	55.8	48.6	43.9	55.8	43.3	Met Target
Black or African American	*	*	*	43.6	38.5	*	46.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	78.3	79.0	82.9	78.3	67.4	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	169	96.1	71.6	73.3	64.8	71.6		
Male	175	97.3	62.9	54.8	51.3	62.9		
Economically Disadvantaged Students	50	96.2	42.0	48.8	40.0	42.0	38.2	Met Target
Non-Economically Disadvantaged Students	294	96.8	71.4	65.8	67.9	71.4		
Students with Disabilities	45	97.8	26.7	23.8	22.7	26.7	29.9	Met Target†
Students without Disabilities	299	96.5	73.2	69.5	65.1	73.2		
English Learners	10	100.0	20.0	*	29.3	20.0	**	**
Non-English Learners	334	96.6	68.6	*	60.6	68.6		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

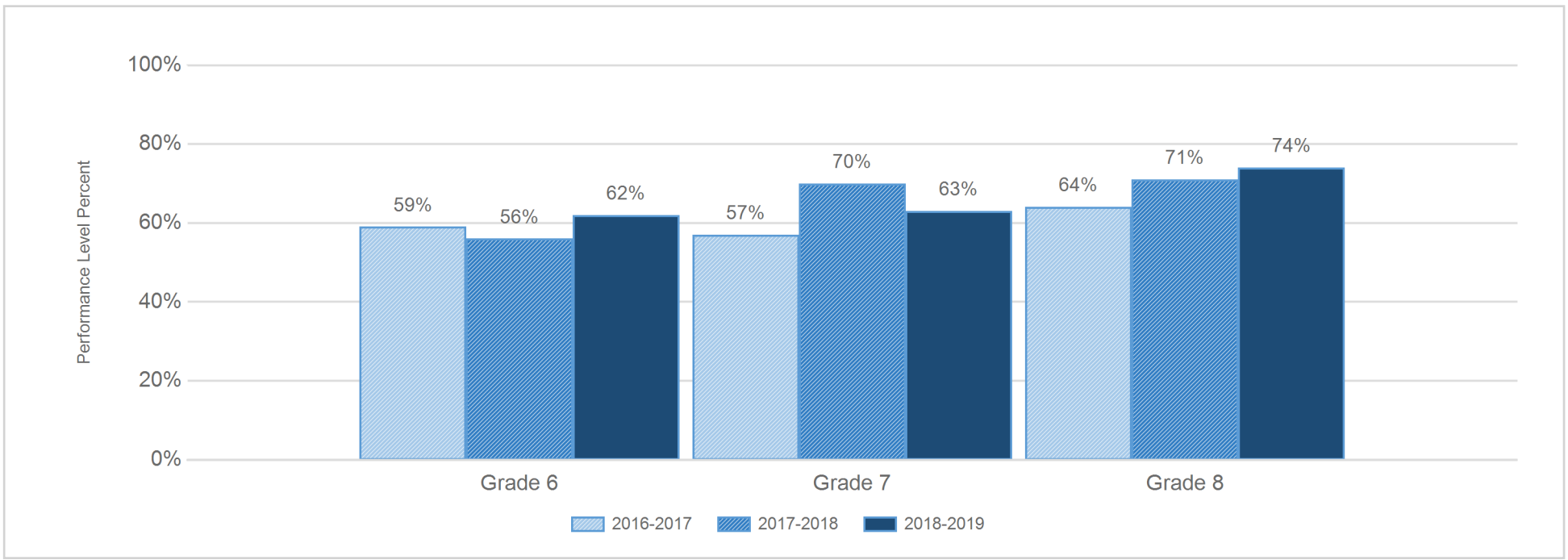


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**English Language Arts Assessment - Performance Trends**

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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### English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	113	756	756	754	*	*	20%	45%	17%	62%	56%
White	79	758	758	762	*	*	14%	49%	19%	68%	65%
Hispanic	20	745	745	743	*	*	*	*	*	40%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	53	765	765	762	*	*	*	*	*	70%	64%
Male	60	748	748	748	*	*	*	*	*	55%	48%
Economically Disadvantaged Students	12	738	738	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	101	758	758	763	*	*	*	*	*	65%	67%
Students with Disabilities	12	713	713	722	*	*	*	*	*	25%	19%
Students without Disabilities	101	761	761	761	*	*	*	*	*	66%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	113	756	756	756	*	*	20%	45%	17%	62%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	108	762	762	761	*	*	17%	29%	34%	63%	63%
White	72	763	763	769	*	*	17%	28%	36%	64%	72%
Hispanic	15	755	755	747	*	*	*	*	*	60%	50%
Black or African American	11	756	756	741	*	*	*	*	*	45%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	56	763	763	769	*	*	*	25%	34%	59%	71%
Male	52	760	760	753	*	*	*	33%	35%	67%	55%
Economically Disadvantaged Students	20	735	735	743	*	*	*	*	*	35%	45%
Non-Economically Disadvantaged Students	88	768	768	771	*	*	*	*	*	69%	73%
Students with Disabilities	15	696	696	720	*	*	*	*	*	*	22%
Students without Disabilities	93	772	772	769	*	*	*	*	*	*	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	108	762	762	763	*	*	17%	29%	34%	63%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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### English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	125	771	771	762	*	*	19%	51%	23%	74%	63%
White	90	774	774	770	*	*	18%	52%	26%	78%	72%
Hispanic	18	760	760	747	*	*	*	*	*	67%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	10	784	784	794	0%	0%	*	*	*	90%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	62	778	778	771	*	*	*	55%	29%	84%	71%
Male	63	765	765	753	*	*	*	48%	17%	65%	55%
Economically Disadvantaged Students	18	756	756	743	*	*	*	*	*	56%	45%
Non-Economically Disadvantaged Students	107	774	774	772	*	*	*	*	*	78%	72%
Students with Disabilities	16	743	743	721	*	*	*	*	*	44%	22%
Students without Disabilities	109	775	775	770	*	*	*	*	*	79%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	125	771	771	764	*	*	19%	51%	23%	74%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	345	95.9	55.1	51.1	44.5	55.1	48.6	Met Target
White	241	94.9	58.5	53.5	54.1	58.5	48.4	Met Target
Hispanic	52	96.4	40.4	35.1	28.8	40.4	47.8	Met Target†
Black or African American	*	*	*	35.0	23.0	*	32.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	69.6	69.4	76.5	69.6	56.4	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	169	95.5	49.7	51.1	44.9	49.7		
Male	176	96.2	60.2	51.1	44.2	60.2		
Economically Disadvantaged Students	50	90.9	30.0	32.3	26.3	28.7	36	Met Target†
Non-Economically Disadvantaged Students	295	96.8	59.3	53.8	54.9	59.3		
Students with Disabilities	46	100.0	17.4	18.1	17.4	17.4	25.4	Met Target†
Students without Disabilities	299	95.3	60.9	56.1	50.0	60.9		
English Learners	10	76.9	20.0	*	25.0	16.1	**	**
Non-English Learners	335	96.6	56.1	*	46.5	56.1		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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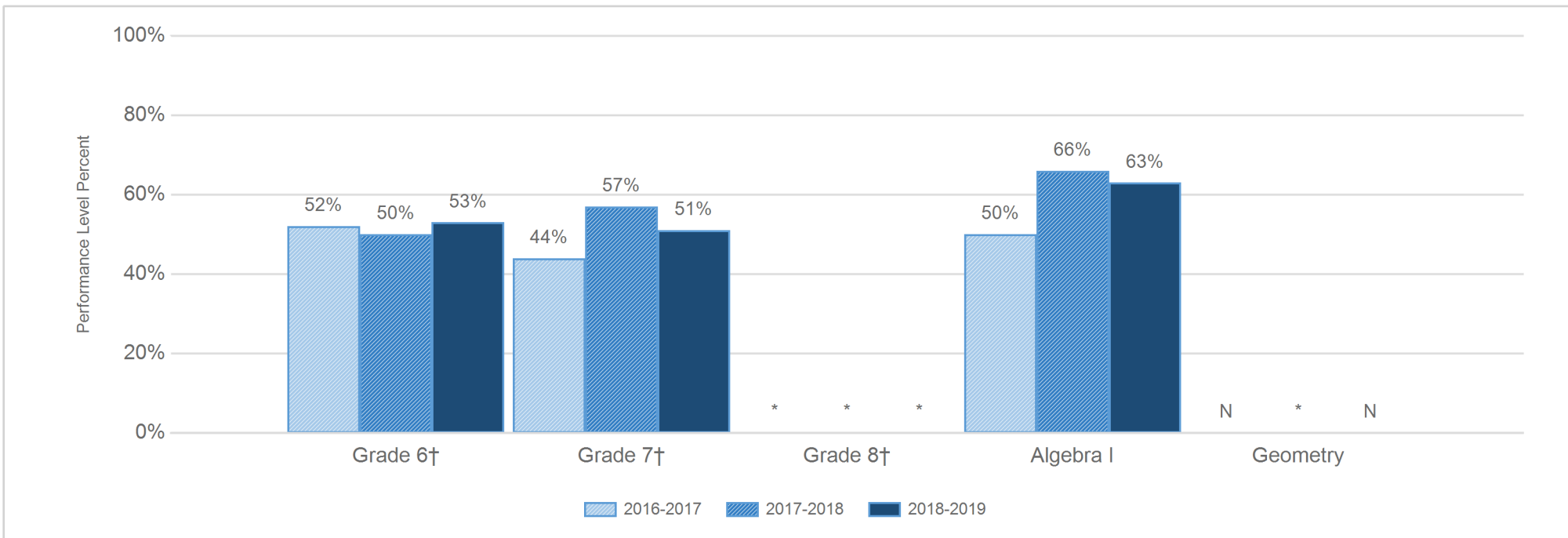
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## Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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### Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	112	746	746	741	*	21%	21%	*	*	53%	41%
White	78	748	748	749	*	17%	18%	*	*	59%	51%
Hispanic	20	734	734	729	*	*	*	*	*	25%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	743	743	742	*	21%	*	*	*	45%	42%
Male	59	748	748	740	*	20%	*	*	*	59%	40%
Economically Disadvantaged Students	12	727	727	726	*	*	*	*	*	25%	21%
Non-Economically Disadvantaged Students	100	748	748	750	*	*	*	*	*	56%	53%
Students with Disabilities	11	718	718	716	*	*	*	*	*	*	12%
Students without Disabilities	101	749	749	746	*	*	*	*	*	*	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	112	746	746	743	*	21%	21%	*	*	53%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	107	746	746	744	*	23%	19%	*	*	51%	42%
White	71	748	748	751	*	23%	21%	*	*	51%	53%
Hispanic	15	751	751	733	0%	*	*	*	*	53%	26%
Black or African American	11	728	728	727	*	*	*	*	*	36%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	56	742	742	744	*	27%	*	*	*	41%	42%
Male	51	751	751	743	*	20%	*	*	*	63%	42%
Economically Disadvantaged Students	20	727	727	731	*	*	*	*	*	25%	24%
Non-Economically Disadvantaged Students	87	751	751	751	*	*	*	*	*	57%	53%
Students with Disabilities	15	703	703	718	*	*	*	*	*	*	13%
Students without Disabilities	92	753	753	749	*	*	*	*	*	*	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	107	746	746	745	*	23%	19%	*	*	51%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Spotswood Memorial Middle School**  
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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	*	*	*	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	N	N	N	722	N	N	N	N	N	N	22%
Black or African American	N	N	N	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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### Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	121	761	751	744	0%	12%	25%	*	*	63%	42%
White	88	763	754	752	0%	11%	23%	*	*	66%	53%
Hispanic	18	748	*	728	0%	*	*	*	*	50%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	59	759	753	745	0%	*	24%	*	*	63%	44%
Male	62	762	750	743	0%	*	26%	*	*	63%	41%
Economically Disadvantaged Students	16	752	*	727	0%	*	*	*	*	44%	23%
Non-Economically Disadvantaged Students	105	762	*	752	0%	*	*	*	*	66%	52%
Students with Disabilities	12	755	733	717	0%	*	*	*	*	50%	12%
Students without Disabilities	109	761	755	748	0%	*	*	*	*	64%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	121	761	751	745	0%	12%	25%	*	*	63%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	N	N	745	737	N	N	N	N	N	N	35%
White	N	N	747	743	N	N	N	N	N	N	43%
Hispanic	N	N	733	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	748	738	N	N	N	N	N	N	36%
Male	N	N	741	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	731	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	747	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	*	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	*	741	N	N	N	N	N	N	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	N	N	745	738	N	N	N	N	N	N	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	*	*

## English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	*	*	*

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	N	N	N



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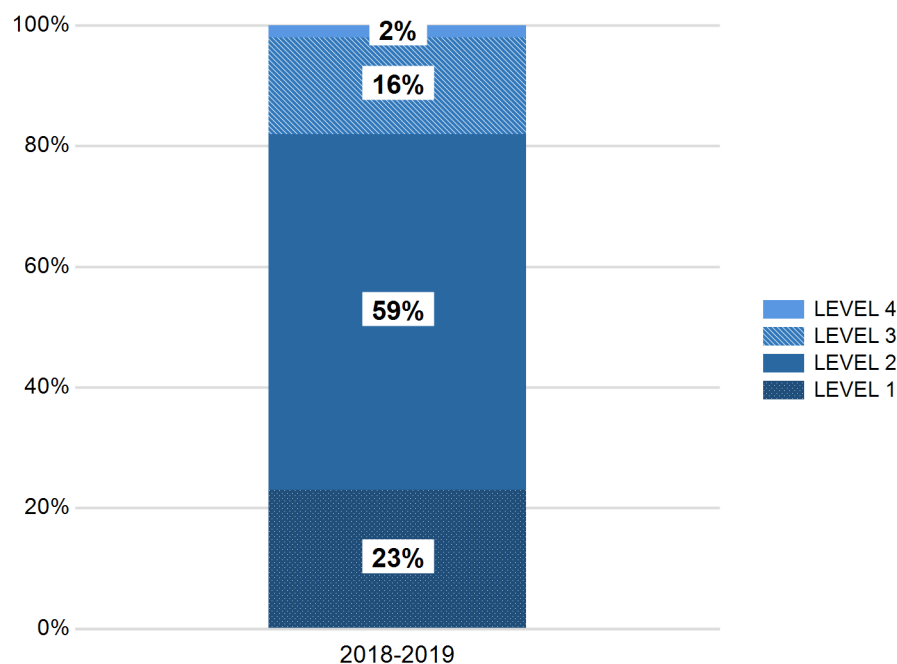
**N** No Data is available to display

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



### NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	23	59	16	2
White	20	61	17	2
Hispanic	33	61	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	40	40	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	25	64	11	0
Male	22	54	21	3
Economically Disadvantaged Students	33	44	22	0
Non-Economically Disadvantaged Students	22	61	15	2
Students with Disabilities	53	35	12	0
Students without Disabilities	19	63	17	2
English Learners	N	N	N	N
Non-English Learners	23	59	16	2
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

### Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	124
7	1	0	111
8	122	0	6
Total	123	0	241

### World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	21	0	0	0	0	0	96
Total	21	0	0	0	0	0	96



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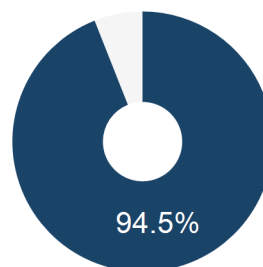
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## Visual and Performing Arts – Course Participation

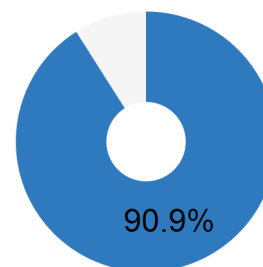
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

### Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

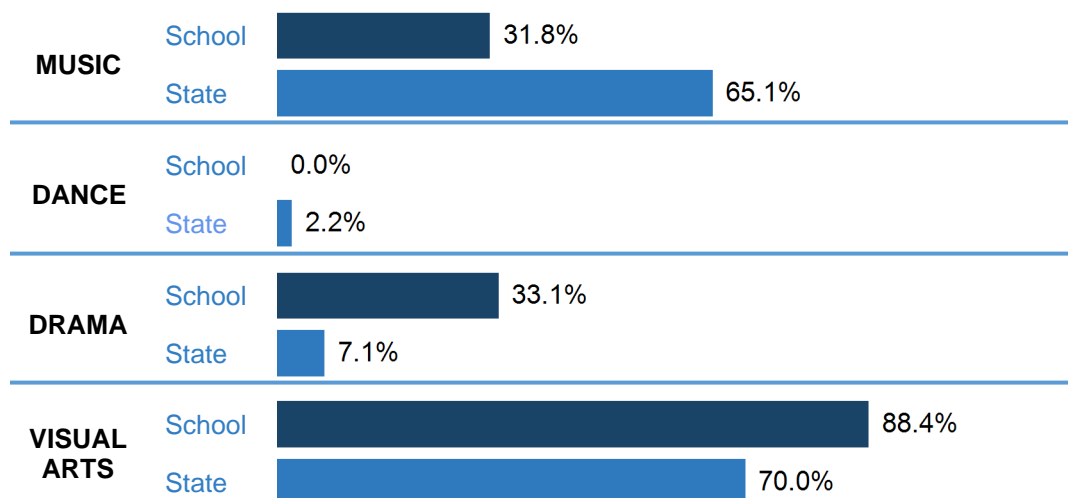


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

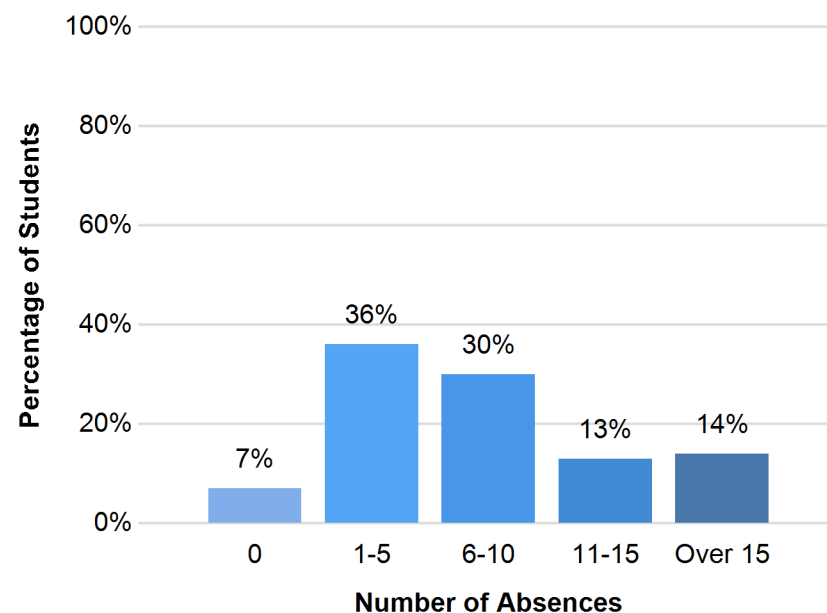
### Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	35	9.7	9.1	Not Met
White	26	10.3	9.1	Not Met
Hispanic	7	12.1	9.1	Not Met
Black or African American	*	*	9.1	Met
Asian, Native Hawaiian, or Pacific	1	4.3	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	9.7		
Male	18	9.7		
Economically Disadvantaged Students	14	25.0	9.1	Not Met
Students with Disabilities	4	8.9	9.1	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.





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2018-2019

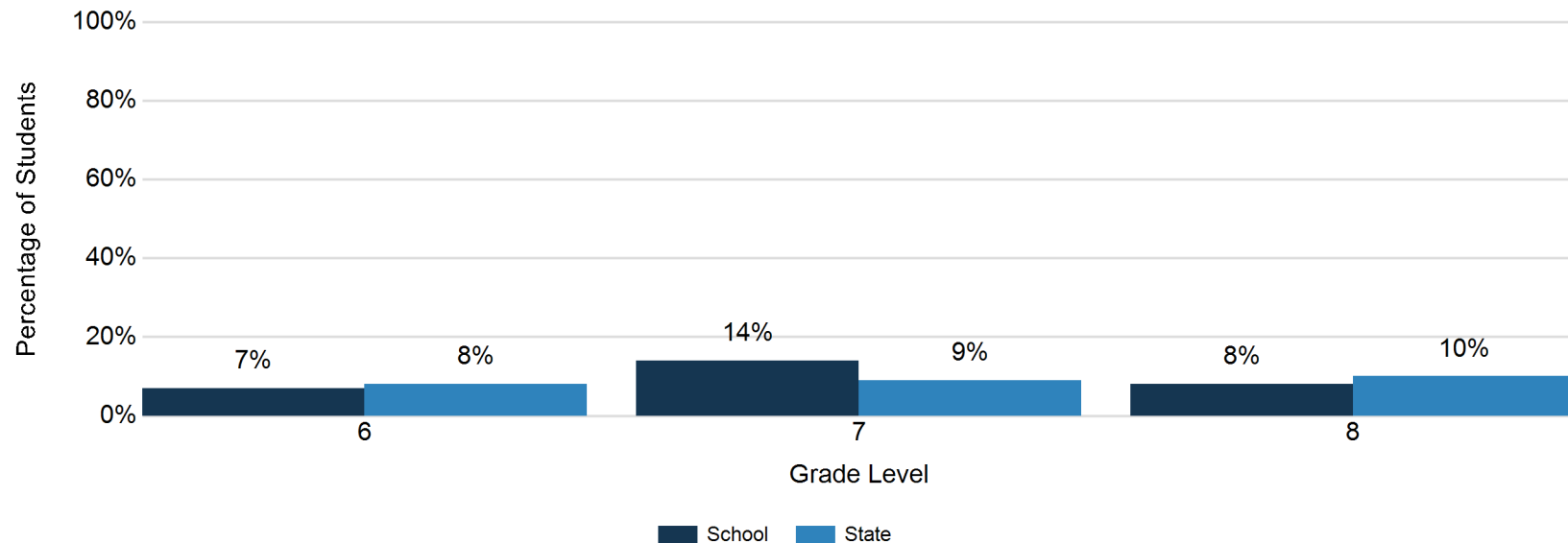
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### Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

### Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	2.21

### Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	1	0	1
No Identified Nature	0		0

### Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	24	6.6%
Any Suspension	29	8.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
44



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#### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:35 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 10 Mins
Shared Time - Instructional Time	6 Hrs. 10 Mins.

#### Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1



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### Key terms for staff data:

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	87.1%	75.3%

### Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	9	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	12.3	12.0
Percentage of Administrators with 4 or more years experience in the district	88.9%	76.9%

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	362:1	186:1
Teachers to Administrators	31:1	16:1
Students to Librarians/Media Specialists		N
Students to Nurses		419:1
Students to Counselors		335:1
Students to Child Study Team Members		210:1



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**Key terms for staff data:**

**Faculty:** All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

**Teachers:** All classroom teachers

**Administrators:** Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	77.4%	0.0%	48.4%	77.1%	54.9%
Male	51.4%	22.6%	100.0%	51.6%	22.9%	45.1%
White	70.2%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	15.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



## Spotswood Memorial Middle School

(23-4970-090)

Grades Offered: 06-08

2018-2019

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### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



### Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.7%	90.5%
2017-18 Administrators: Same district 2018-19	88.9%	87.9%

### Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.6%



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### Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

**Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.

**Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less

**Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

### ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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## ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	60.1%	65.5%	67.2%
Math Proficiency	47.8%	56.9%	55.1%
ELA Growth	59	53	57
Math Growth	42	52	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.9%	9.7%	9.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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**Targeted Support and Improvement - Consistently Underperforming Student Group:** Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these [accountability resources](#).

## Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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### Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	**	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Met Target†	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).



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## School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- A comprehensive integrated Character Education Program that utilizes the programs Words Work and Character in Focus.
- A comprehensive after school program that offers 28 extra-curricular and athletic activities.
- 2019 Honorable Mention School of Character in the State of New Jersey 1:1 Student to devise ratio Brand new outdoor learning center for students and staff



### Mission, Vision, Theme:

MEMORIAL MIDDLE SCHOOL Core Values \*Maximize Potential for Each Individual \* Personal Responsibility \* Character Education \* Strong Community \* Academic Excellence



### Awards, Recognition, Accomplishments:

2019 Honorable Mention School of Character in the State of New Jersey Memorial Middle School has a dedicated staff and student body with accomplishments that include: Nationally recognized student artwork through Artsonia "Artist of the Week", staff authored articles in professional journals including NJEA Magazine, staff receipt of competitive grant awards for classroom initiatives, aligning to the standards of National School of Character recognition.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Memorial Middle School offers a rigorous, comprehensive program that includes Honors course offerings in Mathematics and Language Arts as well as exploratory arts that includes Foreign Language, Public Speaking, Character Education, Drama, Art, Choir, 21st Century Computer Solutions, and Band.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Cheerleading (Coed), Cross Country (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Wrestling (Coed)</p> <p>Memorial Middle School provides numerous opportunities for student athletes to participate in a variety of competitive athletic offerings throughout the entire school year.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Memorial Middle School offers a wide variety of extracurricular opportunities including Community Cares, Jazz Band, Craft Club, Homework Club, Newspaper, Environmental Science, Robotics, Math Club, History Club, Debate Club, Memorial Live News, Sci-Fi b, Art Design Club, Yearbook, and Computer Club.</p>



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 <p><b>Before and After School Programs:</b></p>	<p>Memorial Middle School works collaboratively with the Spotswood PTA to develop an active calendar of school and community events throughout the school year. Some of the events that the PTA helps to provide include after school dances, a roller skating party, a Harlem Wizards basketball game, walk to school day, and many other community involved activities.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The Memorial Middle School is dedicated to creating an environment where staff can learn and grow. Professional development is essential to fostering the type of student centered learning environment we aim to provide; Professional Learning Communities, Spotswood Professional Development Academy, Teacher Induction, and our monthly department/faculty meetings support this goal. In addition to a job embedded PD program in which teachers identify areas for personal growth and collaborate and share with colleagues to foster an environment for continuous improvement.</p>



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### Student Supports and Services:

Memorial Middle School is committed to meeting the needs of each and every student we teach. In addition to the Child Study Team and school counselor support, extra help before school, a Student Advisory Period, Homework Club, and after school Peer Tutoring are provided for all students.



### Student Health and Wellness:

Memorial Middle School has an outstanding Health and Physical Education program geared towards educating our students on the importance of health and wellness to develop lifelong healthy individuals. Our PTA also supports this goal by organizing activities such as school dances, Healthy Snack Day, and Walk to School Day.



### Parent and Community Involvement:

Many opportunities are presented to parents for their involvement in our schools including orientation, back-to-school night, teacher conferences, open house, and individual athletic program meetings. Additional programming is scheduled throughout the year with local organizations including the PTA, Spotswood Police Department, Spotswood Municipal Drug & Alcohol Alliance, and Spotswood Office on Aging.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Yearly, all staff members, parents, and students (grades 5-12) are invited to participate in our School Climate Survey. Survey data is collected and analyzed to inform the following: formation of Professional Learning Communities, establishment of school improvement goals, the revision of school procedures, and the reflective practices of school administration.</p>
 <p>Facilities:</p>	<p>Memorial Middle School was originally constructed in 1967 and has been renovated multiple times since then. Facility updates continue to ensure that our classrooms are designed to meet the needs of 21st Century Learners with an increasing focus on keeping our technological resources in the classroom current so that our students have all the tools and resources necessary for success in a safe and secure environment. In September 2019, Memorial proudly partnered with the Spotswood Education Foundation to construct a brand new outdoor learning community.</p>
 <p>School Safety:</p>	<p>Spotswood School District understands that the health and safety of our students is paramount in creating an environment in which all of our members feel safe and secure. To ensure this, the Spotswood School District utilizes a comprehensive approach to school safety and security with a focus on the following areas: * Security Coordination * Communications and Alerts * Training and Drills * Plan Review/Climate Assessment. The administration of the Spotswood School District works closely with the Spotswood Police Department through our School Resource Officer, who works with all school administration. Additionally, monthly meetings are held to review all district security matters with District and Spotswood community leaders.</p>



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### Technology and STEM:

Memorial School actively seeks out ways in which STEM can be incorporated in all aspects of our educational experience. While this starts in the classroom through the use of chromebooks available to all of our students and interactive touch screen projectors in multiple classrooms, it also goes beyond that with several clubs and after school activities. These include computer club and robotics available to all of our students.



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### Other Information

At Memorial Middle School we view ourselves as the bridge between elementary and high school. It is our role as middle school educators to prepare our students for the challenges they will face so that when they leave our school they are ready to step into high school and navigate the path into young adulthood. The staff at Memorial embrace those challenges and are dedicated to putting the needs of our students first. Above all, Memorial is a place where learning and growing as individuals is not only fostered, but fun.